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ABSTRACT

This program is designed to teach students the concept of personal responsibility and its relationship to successful behavior. It is based on the assumption that a systematic presentation of the concepts and skills of personal responsibility will improve individual conduct and have a positive effect on school climate. The program is organized into 180 daily lessons associated with the social studies curriculum. Each lesson is taught to the entire class and should take 10 minutes or less. The lessons have been developed for systematic presentation. The introductory lessons build the concepts and awareness of school and classroom codes of behavior. Some of these lessons are followed by enhancement activities that reinforce the skills necessary for success. (DB)

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HOW TO BE SUCCESSFUL IN LESS THAN TEN MINUTES A DAY

B. David Brooks, Ph.D.

and

Robert C. Paull, Ph.D.

This program is based on the need for a school-wide effort to improve school climate, attendance, student achievement, and self-discipline. It teaches personal responsibility, productive academic behavior, respect for self and others, persistence, and courtesy.

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INTRODUCTION

How To Be Successful In Less Than Ten Minutes A Day is based on the assumption that a systematic presentation of the concepts and skills of personal responsibility will improve individual conduct and have a positive effect on school climate. The program is organized into 180 daily lessons. Each lesson is to be taught to the entire class and should take ten minutes or less. The lessons have been developed for systematic presentation. The introductory lessons build the concepts and awareness of school and classroom codes of successful behavior. Some of these lessons are followed by enhancement activities that reinforce the skills necessary for success.

WHEN SHOULD THE PROGRAM BE TAUGHT?

The best time for How To Be Successful to be presented is during homeroom, record room, or advisory period. However, in schools that do not have a period set aside for homeroom, the staff can designate ten minutes at the beginning of a specific period or subject to be used for this instruction.

HOW DO STUDENTS LEARN TO BE SUCCESSFUL?

Learning to be a successful and productive citizen should not be left to chance. In the complex society youngsters face today, there are many competing elements that form the personality, values, attitudes, and behavior of individuals. Children's perception of the world, their views of right and wrong, their acceptance or rejection of responsibility for their own behavior, respect for self and others, and their skills for setting goals for the future are all affected by the media, role models, peers, teachers, family, and community. Unfortunately, much of what today's youth learn about ethically responsible behavior is learned by chance rather than through systematic instruction.

DOES SYSTEMATIC INSTRUCTION IN ATTITUDES PRODUCE RESULTS?

Yes! For example, one of the ways teenagers develop their views of the consequences of violence is through television. There is ample evidence to suggest that the more television they watch, the less sensitive they are to the consequences of using violence as a problem-solving technique. Yet, if children who see significant amounts of violence on television are also given systematic instruction in the effects of violence, there is a corresponding increase in their understanding of the consequences of violent behavior. Systematic instruction in attitudes does work.

WHAT ELEMENTS OF SUCCESSFUL BEHAVIOR DOES THE PROGRAM TEACH?

One of the fundamental objectives of How To Be Successful is to teach, in a systematic manner, the concepts of personal responsibility and its relationship to successful behavior. This objective corresponds to the two essential characteristics found in all truly successful human beings -- sound ethical principles and a strong self-concept. Properly defined, ethical principles are the practical foundation of success because they are consistent with our basic needs. Since we are not successful in isolation, but are successful only in our contribution to others, a sound code of ethics is essential for the success of individuals and society. Finally, the program teaches students how to develop a strong self-concept which helps them realize that they have the ability to successfully meet the challenges of life.

HOW DOES THE PROGRAM AFFECT SCHOOL CLIMATE?

In addition to the focus on teaching students the important concepts and skills of personal responsibility, How To Be Successful has a second, yet equally important, function. By involving the entire student population in the systematic teaching of these 180 lessons, the entire school community develops an awareness of responsibilities to others and school-wide positive attitudes which lead to success-oriented behavior.

WHAT IS THE ROLE OF LANGUAGE IN BECOMING SUCCESSFUL?

Vocabulary development is a primary ingredient in the learning of any discipline. To successfully learn mathematics, one must first understand the vocabulary of mathematics. This is true of the sciences, computer programming, sports, photography, or any other discipline. It is also true of learning to be a responsible, successful individual. In developing a school atmosphere which operates on the basis of individual and collective responsibility, respect for others, attention to assignments, and success-oriented behavior, there needs to be a school-wide awareness of the vocabulary of responsible behavior. If educators expect children to be responsible, respectful, honest, and successful, then students must be taught the words, concepts, and skills that are common denominators related to these behaviors. How To Be Successful teaches, in a daily systematic manner, the language, concepts, and skills for students to be individually responsible and for the school to collectively reap the benefits of success-oriented behavior.

WHAT IS THE ROLE OF REPETITION IN LEARNING ABOUT SUCCESS?

Prior to 1984 the word "venue" was primarily used in a legal context, and the general population was not aware of the broader meaning of the word. However, following the 1984 Olympic Games in Los Angeles, the word "venue" was understood in a different way. It was the repeated use of the word by the media that changed "venue" from a rather obscure legal term to one known by young and old alike. This program uses the same principle of learning to teach the words that lead to the concepts of success and, ultimately, to success itself.

WHAT LEARNING MODALITIES DOES THE PROGRAM EMPLOY?

Because students learn in different ways, the lessons have employed many learning modalities. Throughout the year students will be required to discuss, listen, read, write, think critically, and make decisions. Additionally, they will be asked to review and evaluate not only what they have written, but also their level of success with changing or enhancing specific behaviors.

HOW DOES THE PROGRAM EVALUATE STUDENT PROGRESS?

Students will develop a notebook during the program which the teacher will be able to review to evaluate progress. In addition, there are several quiz days throughout the year for students and teachers to use in assessing student retention of the concepts. Other variables of the school climate, such as attendance and discipline referrals, may also be used for evaluation.

WHAT DOES THE SUCCESS OF THE PROGRAM DEPEND UPON?

The How To Be Successful In Less Than Ten Minutes A Day program is simple, basic, and practical. The program is designed so that any student can benefit. Success does not depend upon a specific level of education or intelligence. The benefits received depend, instead, only upon the seriousness with which the program is pursued.

HOW TO BE SUCCESSFUL IN LESS THAN TEN MINUTES A DAY

Personal Responsibility
and
Drug Abuse Prevention

"In recent years, myriad concerns by the public about today's youth have begun to merge into a call for renewed attention and response to the building of character and ethical behavior in the schoolchildren of this nation. Increasingly, the consensus is that principles which should be learned from preschool age in the home, the church, and other community institutions as well as the school, are not being adequately transmitted to the younger generation. These concerns have arisen because of a constellation of factors which deserve the serious attention of school boards throughout the country.

TRIGGERING CONDITIONS AND PROBLEMS

Over the last few decades, certain statistics that measure serious problems affecting the nation's youth have shown alarming increases. For example, the life expectancy in the U.S. has improved over the past 75 years for every age group except the 15- to 24- year-old American, whose death rate is higher today than it was twenty years ago. Currently an American teenager commits suicide nearly every ninety minutes. Group or "pact" sucides are an especially disturbing recent phenomenon.

Another warning sign is the steady increease in the use of drugs by high school students through the 1970's. Nearly two-thirds of high school seniors, since 1980, report having used an illicit drug. As recently as 1985, thirteen percent of high school seniors had used cocaine in the past year - the highest level of use ever observed, and more than twice the proportion in 1975. Although American young people may be using fewer drugs now, they nonetheless use more than the young people of any other industrialized nation. The use of alcohol is a particularly critical problem."

From:
National School Board Association's Leadership Report:
'Building Character In The Public Schools' - 1987.

Many substance abuse prevention programs provide factual information about drugs and their adverse physical effects on the user. However, the persistent abuse of drugs and alcohol suggests that this approach is not enough. To accomplish the goal of demand reduction, curricula must also include the teaching of attitudes and skills that can be used by youth to say "No" to drugs and alcohol this year, next year and beyond.

Our program provides lessons in the skills and attitudes vital to demand reduction. Some of these are self-esteem, personal responsibility, decision making, understanding peer pressure and perception.

With the appropriate knowledge of the personal, social and physical effects of substance abuse and the skills of personal responsibility, students will be better able to successfully cope with pressures to become involved with drugs and alcohol.

HOW TO BE SUCCESSFUL IN LESS THAN TEN MINUTES A DAY

WHY TEACH PERSONAL RESPONSIBILITY?

People everywhere are concerned about the behavior and attitudes of children. Youth today need a process by which they can make sound decisions, set goals, and learn to become responsible for their actions.

One need only read the newspapers to feel the full impact of the confusion faced by our youth. Some find the pressures of young adult life too difficult and lose hope. They turn to drugs, sex, alcohol, violence, and even suicide.

Learning to be a productive, successful person should not be left to chance. Unfortunately, many of our children learn what they think is appropriate behavior from negative sources. Rather than leave the learning of personal responsibility to chance, this program offers young people an opportunity to systematically develop the concepts and skills used by successful people.

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WHICH SKILLS LEAD TO JOB SUCCESS?

GEORGE R. BOGGS
Associate Dean of Instruction
Butte College

Skills which must be acquired for vocational preparation clearly lie outside the definition of general education as "common learning experiences." However, before we pass over this area too quickly, we should note that the most consistent research findings reveal that the amount of knowledge one acquires in the specific content area is generally unrelated to even marginally acceptable performance in an occupation. These startling findings lead us to ask, "What abilities and traits are viewed as important by industry?"

Representatives from the world of work consistently tell us that the development of specific cognitive skills is only part of a holistic education. In fact, employers rate entry-level job skills below ten other traits as a predictor of job success:

1. Be honest and dependable.
2. Be reliable and punctual.
3. Get along well with people.
4. Cooperate with supervisors.
5. Accept and handle responsibility.
6. Be willing to undergo further job skill training.
7. Think of self as worthy person.
8. Communicate orally and listen effectively.
9. Work with minimum supervision.
10. Solve personal and professional problems.
11. Possess entry-level job skills/knowledge.
12. Read with understanding.
13. Understand required mathematics.

One could reasonably expect vocational or occupational education to prepare a student for the eleventh priority. Perhaps we should look to general education to help develop the other twelve traits and abilities. Nothing intrinsic to general education requires it to be impractical. In fact, Levine (1978) contends that general education might be the best economic value in the long run. Those positive affective behaviors that predict career and life success can and should be developed through the curricula.

Courtesy CALIFORNIA SCHOOL BOARDS
October/November 1983

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THE TWELVE STEPS TO SUCCESS

1. **BE CONFIDENT.** Successful people believe in themselves. They know their actions make a difference in their lives and the lives of others. They work at trusting themselves and others.

2. **BE RESPONSIBLE.** Successful people choose to respond with appropriate behavior and accept the consequences of their actions. They take credit for their successes and learn from their mistakes.

3. **BE HERE.** Successful people go to work regularly. Once there, they are both physically and mentally present. As a student, going to school is your work.

4. **BE ON TIME.** Successful people are prompt. They get to where they are going on time. Others count on them to be on time.

5. **BE FRIENDLY.** Successful people accept the differences of others. They build friendships by helping one another rather than hurting each other. Unsuccessful people destroy by doing physical or spoken violence.

6. **BE POLITE.** Successful people show courtesy. They know that other people help them to be successful, so they treat others with respect. They are polite by waiting their turn, listening when others are talking, and considering the feelings of others.

7. **BE PREPARED.** Successful people have their materials when needed. They keep their tools and supplies in good condition. Successful people plan ahead.

8. **BE A LISTENER.** Successful people listen to instructions and follow directions. Because they listen to what others need, they can cooperate to achieve success.

9. **BE A DOER.** Successful people do their work to the best of their ability. They know the more they do, the more capable they will become. For example, good baseball players become better baseball players because they practice.

10. **BE A TOUGH WORKER.** Successful people keep trying. They keep working toward their goals even when things get difficult.

11. **BE A RISK TAKER.** Successful people have courage and are willing to run the risk of failure. They know that sooner or later they will reach their goals if they keep trying.

12. **BE A GOAL SETTER.** Successful people plan for the future. They use goals as a personal road map to guide them where they want to go. By setting goals, people are able to realize their dreams.

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IN LESS THAN
TEN MINUTES A DAY

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DAY 3: Teach reasons why people want to be successful.

UNIT II POSITIVE SELF-IMAGE

DAY 4: Define the word "self-image."
DAY 5: Discuss likes and dislikes. (See Appendix.)
DAY 6: Encourage students to accept their likes and dislikes.
DAY 7: Discuss strengths and weaknesses.
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DAY 9: Discuss personality traits.
DAY 10: Encourage students to accept their personality traits.
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(Lee Iacocca)
DAY 18: BE CONFIDENT.
DAY 19: BE RESPONSIBLE.
DAY 20: BE RESPONSIBLE.
DAY 21: BE HERE.
DAY 22: BE HERE.
DAY 23: BE ON TIME.
DAY 24: BE ON TIME.
DAY 25: BE FRIENDLY.
DAY 26: BE FRIENDLY.
DAY 27: BE POLITE.
DAY 28: BE POLITE.
DAY 29: QUIZ/CORRECTING DAY
DAY 30: BE PREPARED.
DAY 31: BE PREPARED.
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DAY 33: BE A LISTENER.
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(Wilma Rudolph)
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DAY 39: BE A RISK TAKER.
DAY 40: BE A GOAL SETTER.
(John Goddard)
DAY 41: BE A GOAL SETTER.
DAY 42: REVIEW DAY
DAY 43: QUIZ/CORRECTING DAY

Note: The first day of each STEP to SUCCESS is an introduction; the second day is a review.

UNIT IV SUCCESS STORIES

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(O.J. Simpson)
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(Sally Ride)
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(Romana Banuelos)
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DAY 49: Review/Quiz Day
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DAY 55: Apply STOP to students' lives.
DAY 56: Define the word "alternatives" and identify strategies for stopping. (See Appendix.)
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DAY 58: Encourage students to THINK about alternatives.
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DAY 60: Define the words "behavior" and "consequence."
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DAY 62: Encourage students to realize that they are responsible for their actions.
DAY 63: Apply STOP, THINK, and ACT to students' lives.
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DAY 65: Introduce R = REVIEW.
DAY 66: Encourage students to REVIEW their actions.
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DAY 69: Quiz Day
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DAY 91: Quiz/Correcting Day
DAY 92: Review Day on first half of SUCCESS program
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DAY 95: Introduce idea of reaching goals one step at a time.
DAY 96: Encourage students with examples of small steps.
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DAY 110: Encourage daily use of positive statements. (See Appendix.)
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DAY 112: Discuss why negative statements help us fail.
DAY 113: Discuss an illustration of the effect of self-talk.
DAY 114: Encourage students to avoid negative remarks. (See Appendix.)
DAY 115: Discuss the word "procrastinate."
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DAY 131: Teach that creativity increases with use of the imagination.
DAY 132: Encourage students to use their imaginations.
DAY 133: Discuss how to make hard work fun.
DAY 134: Teach that imagination is unique to each individual.
DAY 135: Teach that relaxation is an important step.
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DAY 138: Imagine present success as a series of small daily successes.
DAY 139: Reinforce the need for daily success. (See Appendix.)
DAY 140: Teach positive focus. (Thomas Edison)
DAY 141: Encourage students to imagine future successes.
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DAY 150: Review the students' yearly and lifetime goals.
DAY 151: Illustrate that perception is unique.
DAY 152: Teach students to use the five senses.
DAY 153: Teach ways to solve perception differences.
DAY 154: Discuss pride in individuality.
DAY 155: Encourage students to help others.
DAY 156: Show use of different senses for perception. (Helen Keller)
DAY 157: Teach that empathy is important in gaining clear perception.
DAY 158: Reinforce that empathy will sharpen perception.
DAY 159: Teach that perception can change.
DAY 160: Illustrate positive perception. (Margaret Knight)
DAY 161: Encourage positive perception. (Abraham Lincoln)
DAY 162: Review Day
DAY 163: Quiz/Correcting Day

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DAY 165: Introduce the idea of mental rewards.
DAY 166: Discuss additional ways to reward self.
DAY 167: Encourage students to think of ways to reward themselves.
DAY 168: Discuss types of rewards and awards one might receive.
DAY 169: Teach students to graciously accept awards.
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DAY 172: Quiz Day

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DAY 174: Review the STAR decision-making process.
DAY 175: Review the vocabulary of personal responsibility. (Day 1-93)
DAY 176: Review the vocabulary of personal responsibility. (Day 94-180)
DAY 177: Final Test (See Appendix.)
DAY 178: Encourage nominations for responsible behavior.
DAY 179: Distribute Certificates of Completion. (See Appendix.)
DAY 180: Define the word "success." (See Appendix.)

UNIT I

INTRODUCTION

UNIT GOAL: To introduce the *How To Be Successful* program.

DAY 1: Introduce the program.

DAY 2: Define the word "success." (See Appendix.)

DAY 3: Teach reasons why people want to be successful.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 1: I AM SUCCESSFUL.

In order to be successful this year at home, in school, and in life, I will learn about myself and the basic guidelines for success.

II. LESSON: To introduce the How To Be Successful In Less Than Ten Minutes A Day program.

A. Read the notebook entry to the students and have them copy it.
B. Read the following instructions to the class:

Each day this year we are going to spend ten minutes learning about the laws or rules of success. Everything in this world follows certain laws or rules. For example, water flows downhill because that is the law of gravity. "Three strikes and you're out" is the rule in baseball. All of us want to be successful, but many of us have not been taught the laws and rules for becoming a success.

You are going to develop a notebook in class that will be your guide to success. You will record the steps and guidelines to success and other information about yourself and the kinds of successes you want. If you follow the simple steps of this program, you will have the most successful year you have ever had.

Each day you will head your notebook page with a positive statement called an affirmation. Although you will be learning a great deal more about affirmations later in the program, it is important to know that if affirmations are used repeatedly with conviction, they will give you the power to help you make positive changes.

C. Notebooks:

1. Organize an easy method for handing out and collecting notebooks daily.
2. If the school is supplying the notebooks, hand them out and tell the students to put their names on the cover.
3. If students are supplying the notebooks, read the following:

Your homework assignment for tonight is to bring a sturdy notebook with at least 100 sheets of paper to class tomorrow. This is not to be a section of another notebook. You will leave this notebook in the classroom. It will be handed out each day. Make sure you put your name on the cover. Your notebook will be checked periodically.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 2: I AM A SUCCESS.

1. SUCCESS is BEING the person I am capable of being.
2. SUCCESS is DEVELOPING my talents and skills.
3. SUCCESS is FULFILLING my dreams.
4. SUCCESS is ACCOMPLISHING my goals.
5. SUCCESS is FEELING good about myself.
6. SUCCESS is LEARNING from my mistakes.

II. REVIEW: Discuss this question/statement with the class.

What will you learn in the How To Be Successful program this year?

III. LESSON: To define the word "success."

A. Read the notebook entry to the students and have them copy it.

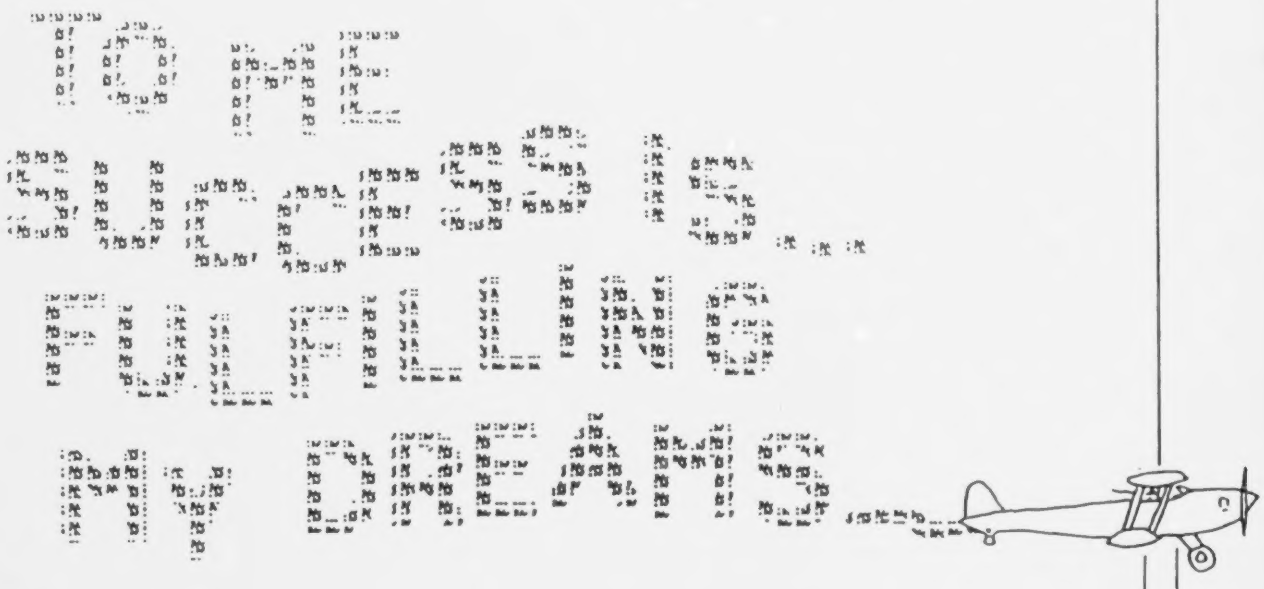
B. Have students circle the definition of success they like most and tell why they like it.

IV. ENHANCEMENT ACTIVITY: Skywriting Message

Students will copy and complete the following skywriting message using the definition they circled or a definition they write for themselves.

(Sample skywriting message available in appendix.)

EXAMPLE



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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 3: I AM A SUCCESS.

Three Reasons Why People Want To Be Successful

1.
2.
3.

II. REVIEW: Discuss this question/statement with the class.

What is one definition of success you learned yesterday?

III. LESSON: To teach students that there are many reasons why people want to be successful.

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the notebook assignment.
C. List responses on the board for students to copy.

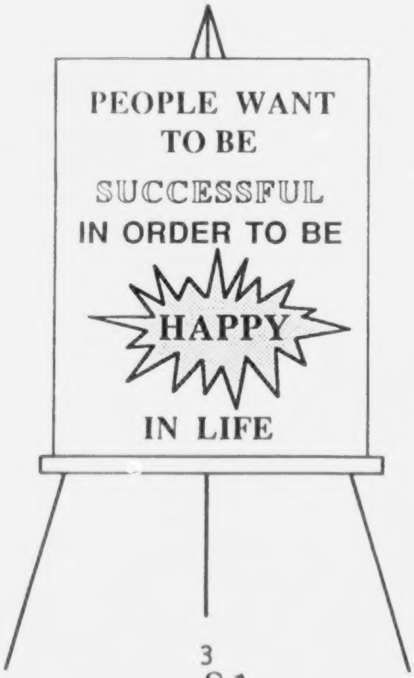
Possible Answers:

Successful people have a better chance to be happy in life.
Successful people may have more money.
Successful people feel good about themselves.
Successful people can do more to help others.

IV. ENHANCEMENT ACTIVITY: Poster

Students will design a poster highlighting a main reason people want to be successful.

EXAMPLE



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UNIT II

POSITIVE SELF-IMAGE

UNIT GOAL: To teach students that the foundation of success is a positive self-image built by knowing, accepting, liking, and taking care of themselves.

DAY 4: Define the word "self-image."

DAY 5: Discuss likes and dislikes. (See Appendix.)

DAY 6: Encourage students to accept their likes and dislikes.

DAY 7: Discuss strengths and weaknesses.

DAY 8: Encourage students to accept their strengths and weaknesses. (See Appendix.)

DAY 9: Discuss personality traits.

DAY 10: Encourage students to accept their personality traits.

DAY 11: Encourage students to like themselves. (See Appendix.)

DAY 12: Encourage students to take care of themselves.

DAY 13: Discuss types of mental and physical care.

DAY 14: Discuss students' mental picture of themselves.

DAY 15: Review Day

DAY 16: Quiz Day

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 4: I HAVE A POSITIVE SELF-IMAGE.

Self-image is the mental picture I have of myself. It is the picture I would see if I were watching myself on television. Sucessful people understand that a positive self-image is built on knowing, accepting, liking, and taking care of themselves.

II. REVIEW: Discuss this question/statement with the class.

Why are we spending some time regularly learning about success?

III. LESSON: To introduce students to the concept of self-image.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Today, we will begin developing your guide to success. The second unit is on self-image. It is designed to help you understand yourself. A positive self-image is the foundation of success.

C. Ask the students the following question: What kind of person would you see if you saw yourself on television?

(Possible Answers: shy, outgoing, polite, confident)

IV. ENHANCEMENT ACTIVITY: Pen Pal Note

EXAMPLE

Dear Pen Pal,

I am 13 years old. I have brown hair
and green eyes. I like learning
about computers.

Write soon,

Your friend

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 5: I HAVE A POSITIVE SELF-IMAGE.

Successful people can identify what they like and dislike. They understand that this knowledge helps build a mental picture of themselves which is their self-image.

LIKES	DISLIKES
1.	1.
2.	2.
3.	3.
4.	4.

II. REVIEW: Discuss this question/statement with the class.

What is self-image?

III. LESSON: To help students become aware of what they like and dislike.

A. Read the notebook entry to the students and have them copy it.

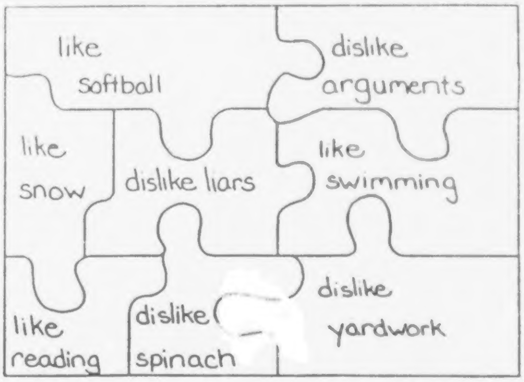
B. Have students make a list of at least four things they like and four things they dislike.

LIKES	DISLIKES
1. pizza	1. chores
2. movies	2. heat
3. rock-n-roll music	3. country western music
4. swimming	4. spinach

IV. ENHANCEMENT ACTIVITY: Puzzle

Students will draw a puzzle using their likes and dislikes as the pieces. Students should include 4 likes and 4 dislikes.

(Blank puzzle available in appendix.)


like softball
dislike arguments
like snow
dislike liars
like swimming
like reading
dislike spinach
dislike yardwork

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 6: I ACCEPT MY LIKES AND DISLIKES.

Successful people accept their own likes and dislikes. Through this self-awareness, they develop a clear mental picture. This clear mental picture helps them make responsible choices.

II. REVIEW: Discuss this question/statement with the class.

Why do successful people know what they like and dislike?

III. LESSON: To help students understand how likes and dislikes affect their choices in life.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Your likes affect the choices you make in life. For example, if you like baseball, you could join a team. If you like pizza, you could learn to cook it. If you like to sing, you could try out for the school choir.

On the other hand, your dislikes will also affect your choices. For example, if you don't like caring for animals, you wouldn't volunteer to take care of the neighbors' pets. If you don't like rock-n-roll music, you would not listen to the local rock station. If you don't like the heat, you would not mow lawns at noon.

C. Have students look at their list of likes and dislikes from Day 5. Ask them to choose a like or dislike and relate to the class how this might affect their choices.

EXAMPLE

If I like to write...

I could choose to be a newspaper writer.
I could write children's books.
I could start a magazine.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 7: I KNOW MY STRENGTHS AND WEAKNESSES.

Successful people can identify their own strengths and weaknesses. They realize that everyone has both. They emphasize their strengths and can choose to improve their weaknesses.

	STRENGTHS (Things I do well)	WEAKNESSES (Things I can change)
HOME		
SCHOOL		
FRIENDSHIP		

II. REVIEW: Discuss this question/statement with the class.

Name one of your likes and one choice you will probably make because of it.

III. LESSON: To help students identify their own strengths and weaknesses.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

(In order to stimulate class discussion, it may be helpful if you, as the teacher, share some of your strengths and weaknesses.)

IV. ENHANCEMENT ACTIVITY: Banner

Students will select one of the following slogans and design a banner to reinforce their acceptance of themselves. Encourage students to use creativity to personalize their banner.

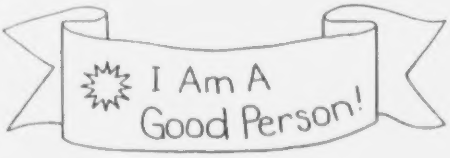
I Did It My Way

I Am What I Am and That's All That I Am

I'm My Own Best Friend

I'm A Good Person

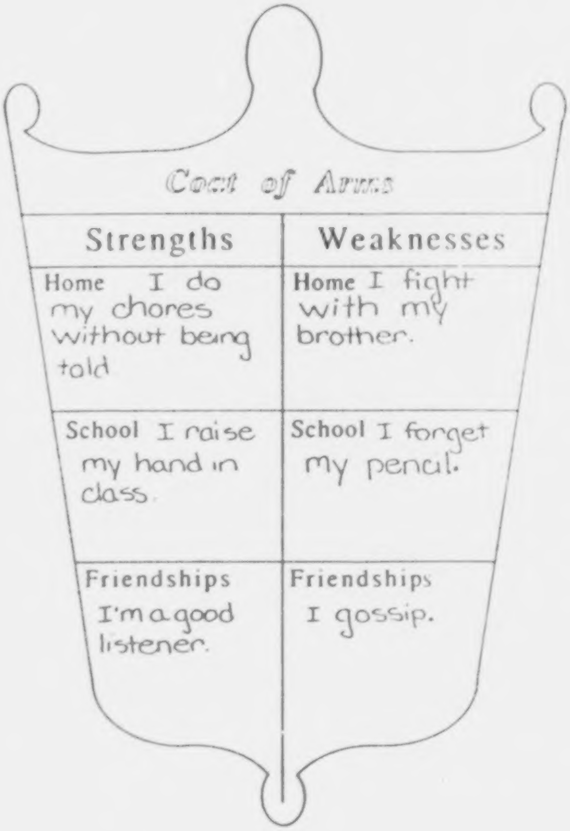
I Gotta Be Me


I Am A Good Person!

I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 8: I ACCEPT MY STRENGTHS AND WEAKNESSES.

Successful people accept their own strengths and weaknesses. Through this self-acceptance, each person can develop a clear self-image.



Coat of Arms

Strengths	Weaknesses
Home I do my chores without being told	Home I fight with my brother.
School I raise my hand in class.	School I forget my pencil.
Friendships I'm a good listener.	Friendships I gossip.

(Note: Although answers have been filled in for teacher use, do not write the answers on the board. Blank Coat of Arms available in appendix.)

II. **REVIEW:** Discuss this question/statement with the class.

Why do successful people identify their strengths and weaknesses?

III. **LESSON:** To help students accept their strengths and weaknesses.

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the Coat of Arms using yesterday's list.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 9: I KNOW MY PERSONALITY TRAITS.

Successful people can identify their positive and negative personality traits such as being thoughtful, rude, honest, or dishonest. They realize that everyone has both. They emphasize their positive traits and can choose to improve their negative traits.

PERSONALITY TRAITS

1. Hot tempered
2. Punctual
3. Gossipy
4. Trustworthy
5. Confident
6. Polite
7. Rude
8. Cruel
9. Studious
10. Dishonest
11.
12.
13.
14.
15.

II. REVIEW: Discuss this question/statement with the class.

Define the words "strengths" and "weaknesses."

III. LESSON: To help students recognize personality traits.

A. Read the notebook entry to the students and have them copy it.

B. Have students add to the list of personality traits.

C. Have students put a (*) by each trait on the list that they have.

D. Have students put a (+) by each trait on the list they think is positive.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 10: I ACCEPT MY PERSONALITY TRAITS.

Successful people accept their own personality traits. Through this self-acceptance, each person can develop a clear self-image.

II. REVIEW: Discuss this question/statement with the class.

Why do successful people identify their personality traits?

III. LESSON: To encourage students to accept their personality traits.

A. Read the notebook entry to the students and have them copy it.

B. Referring to yesterday's list, have students choose one positive personality trait they like about themselves to design a bumper sticker.

EXAMPLES

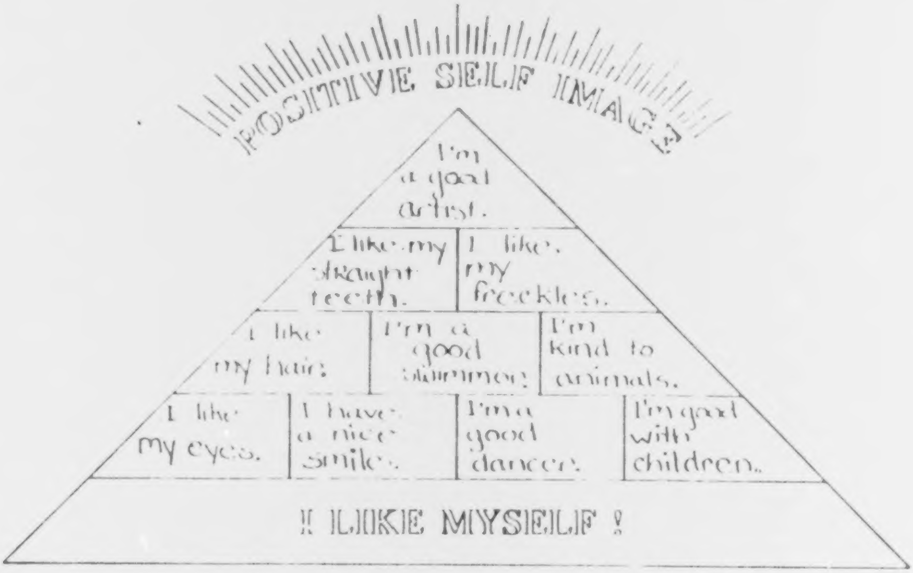
Honesty is the best policy.
Try trustworthiness.
Go graciousness.
Up with confidence.

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 11: I LIKE MYSELF.

Successful people like themselves. They understand that it is important in developing a positive mental picture.


POSITIVE SELF IMAGE
I'm a good artist.
I like my straight teeth.
I like my freckles.
I like my hair.
I'm a good swimmer.
I'm kind to animals.
I like my eyes.
I have a nice smile.
I'm a good dancer.
I'm good with children.
I LIKE MYSELF!

(Blank pyramid available in appendix.)

II. **REVIEW:** Discuss this question/statement with the class.

Name one strength or personality trait you like about yourself.

III. **LESSON:** To help students remember that liking themselves is the basis of a positive self-image.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

1. Write I LIKE MYSELF across the bottom of pyramid.
2. Write one strength or personality trait you like about yourself in each of the five blocks.
3. Write POSITIVE SELF-IMAGE at top of pyramid.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 12: I TAKE CARE OF MYSELF.

Successful people take responsibility for the care of their minds and bodies. They understand that being alert helps them think positively about themselves and others.

II. REVIEW: Discuss this question/statement with the class.

How does remembering to like yourself help you see the good things about you?

III. LESSON: To encourage students to take care of themselves.

A. Read the notebook entry to the students and have them copy it.

B. Have students list several ways that they stay mentally alert and physically fit.

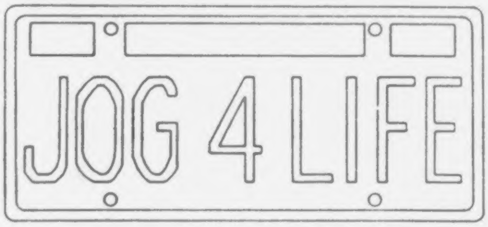
Possible Answers:

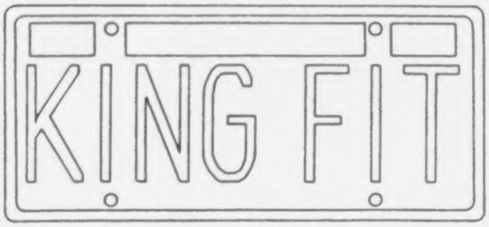
I jog.
I eat properly.
I get plenty of sleep.
I play tennis.
I don't take drugs.

IV. ENHANCEMENT ACTIVITY: License Plates

Students will design a personalized license plate using one idea from today's list about how they stay mentally alert and physically fit.

EXAMPLE





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 13: I TAKE CARE OF MYSELF.

Successful people take good care of themselves. Through this self-care, each person can maintain a positive self-images.

II. REVIEW: Discuss this question/statement with the class.

Why do successful people keep themselves mentally alert and physically fit?

III. LESSON: To discuss additional ideas about how people take good care of themselves.

A. Read the notebook entry to the students and have them copy it.

B. Read the following instructions to the class:

The students on the left side of the room will be in competition with the students on the right side of the room. I will keep score on the board/overhead. There is only one rule: In order to be called on to give an answer, you must raise your hand. Ready?

NAME WAYS THAT PEOPLE KEEP THEMSELVES
MENTALLY ALERT AND PHYSICALLY FIT
(Possible Answers Listed Below)

Sports:
- jogging
- aerobics
- tennis
- soccer
- handball
- racquetball
- baseball
- volleyball

Hobbies:
- dancing
- hiking
- building models
- making puzzles
- flying kites

Mental Care:
- watching educational television
- reading for relaxation
- listening to soft music
- studying

Physical Care:
- eating properly
- getting enough sleep
- avoiding drugs
- not smoking
- voiding caffeine
- avoiding sugar
- reducing salt intake

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 14: I HAVE A PICTURE OF MYSELF.

1. I have a positive picture of myself at school when I ______________________________. (work hard, smile)
2. I have a positive picture of myself with my friends when I ______________________________. (laugh, talk)
3. I have a positive picture of myself playing my favorite game when I ______________________________. (am happy, win)
4. I see myself getting better at ______________________________. (running, singing)

II. REVIEW: Discuss this question/statement with the class.

What did you do yesterday to take care of yourself physically or mentally.

III. LESSON: To help students understand that self-image is the picture they have of themselves.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

The word self-image means a picture in the mind. If I say "ice cream cone," I can see a picture or image in my mind of an ice cream cone. When I identify my likes, dislikes, strengths, weaknesses, and personality traits, I begin to see a picture of myself in my mind.

C. Have students list several positive images or pictures they see of themselves when you read the notebook entry sentences. Because some students have poor self-images, they may have difficulty focusing on the positive. It is important to give them encouragement.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 15: I REVIEW BEFORE A QUIZ.

As a result of the lessons on self-image, I have learned the following:

1. ____.

2. ____.

3. ____.

4. ____.

II. REVIEW: Discuss this question/statement with the class.

What is one positive mental picture you have of yourself?

III. LESSON: To allow time for students to prepare for the quiz on self-image.

A. Read to the students:

Tomorrow you will be taking a quiz on the information we have discussed in Unit II. Is there any information you would like clarified (made clear) before your quiz? (Spend as much time as needed on this section.)

If you have been absent, raise your hand and I will assign a student to help you with lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

B. Have students complete the notebook assignment by looking back over their notes in Unit II.

CLOSE WITH A POSITIVE STATEMENT.

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I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 16: I AM A SUCCESS.

Quiz instructions:

You have received a letter from your pen pal. Your pen pal has asked for more information about you. Write a letter that describes your likes and dislikes, strengths and weaknesses, and what you enjoy doing to take good care of yourself.

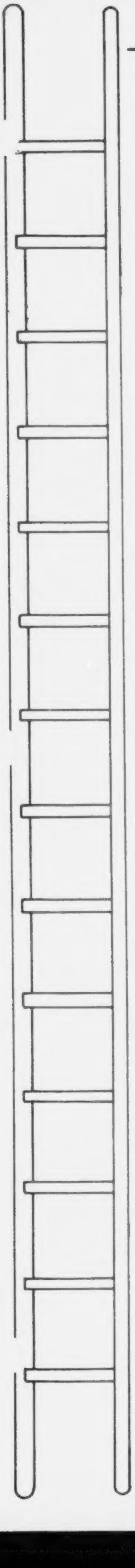
II. REVIEW: None for today.

III. LESSON: To check student understanding of Unit II by testing.

A. Read the notebook entry to the students and have them copy it.

B. Have students take the quiz.

CLOSE WITH A POSITIVE STATEMENT.



UNIT III

TWELVE STEPS TO SUCCESS

UNIT GOAL: To teach students the Twelve Steps to Success.

DAY 17: BE CONFIDENT.
(Lee Iacocca)

DAY 18: BE CONFIDENT.

DAY 19: BE RESPONSIBLE.

DAY 20: BE RESPONSIBLE.

DAY 21: BE HERE.

DAY 22: BE HERE.

DAY 23: BE ON TIME.

DAY 24: BE ON TIME.

DAY 25: BE FRIENDLY.

DAY 26: BE FRIENDLY.

DAY 27: BE POLITE.

DAY 28: BE POLITE.

DAY 29: QUIZ/CORRECTING DAY

DAY 30: BE PREPARED.

DAY 31: BE PREPARED.

DAY 32: BE A LISTENER.

DAY 33: BE A LISTENER.

DAY 34: BE A DOER.

DAY 35: BE A DOER.

DAY 36: BE A TOUGH WORKER.
(Wilma Rudolph)

DAY 37: BE A TOUGH WORKER.
(See Appendix.)

DAY 38: BE A RISK TAKER.

DAY 39: BE A RISK TAKER.

DAY 40: BE A GOAL SETTER.
(John Goddard)

DAY 41: BE A GOAL SETTER.

DAY 42: REVIEW DAY

DAY 43: QUIZ/CORRECTING DAY

Note: The first day of each STEP to SUCCESS is an introduction; the second day is a review.

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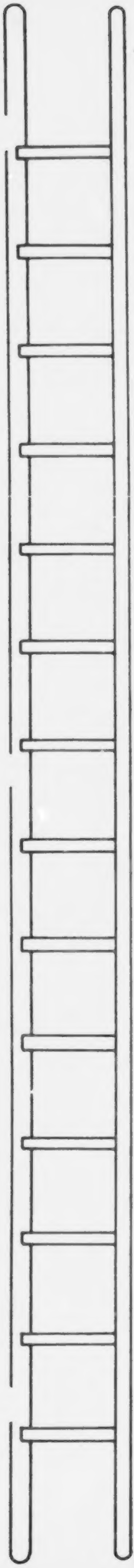


I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 17: I AM CONFIDENT.

1. **BE CONFIDENT.** Successful people believe in themselves. They know their actions make a difference in their lives and the lives of others. They work at trusting themselves and others.

I am confident when ____.

II. **REVIEW:** Discuss this question/statement with the class.

Successful people evaluate their progress in all areas of their lives. How did yesterday's quiz help you check your progress in this program?

III. **LESSON:** To introduce Step 1 of the Steps To Success - **BE CONFIDENT.**

A. Read to the students:

In Unit II you learned that the foundation of success is a positive self-image. Now, you will be introduced to Twelve Steps that will further guide you toward success.

B. Read the notebook entry to the students and have them copy it.

C. Have the students complete the notebook assignment.

Possible Answers:

I am confident when I baby-sit my brother.
I am confident when I am sent on an errand.
I am confident when I play baseball.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 18: I AM CONFIDENT.

Write a sentence describing a time when being confident made a difference in your life or the life of someone you know.

II. REVIEW: Discuss this question/statement with the class.

Define the word "confidence."

III. LESSON: To review Step 1 of the Steps to Success - **BE CONFIDENT.**

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the notebook assignment and share their answers with the class.
C. Read to the students:
BE A LISTENER as I read the Lee Iacocca story to you in order to **BE PREPARED** for tomorrow's question about it.

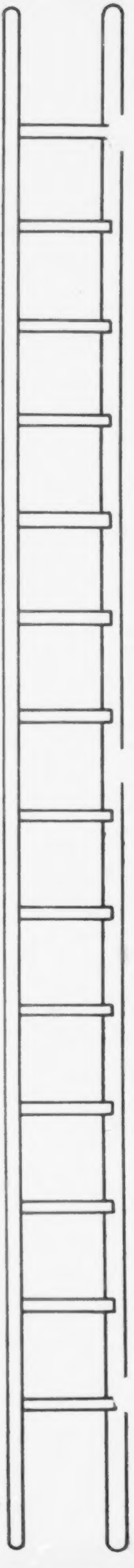
Lee Iacocca, the president of Chrysler Corporation, is the son of Italian immigrants. You have probably seen him doing Chrysler car commercials on television. Because his family was from Italy, he was teased by classmates for being different. His father, however, taught him to love America because of the freedom we have here to become anything we want if we are willing to work for it. When Lee was seven years old, his family lost all its money in the Depression, but his father taught him that the sun always comes out after the storm.

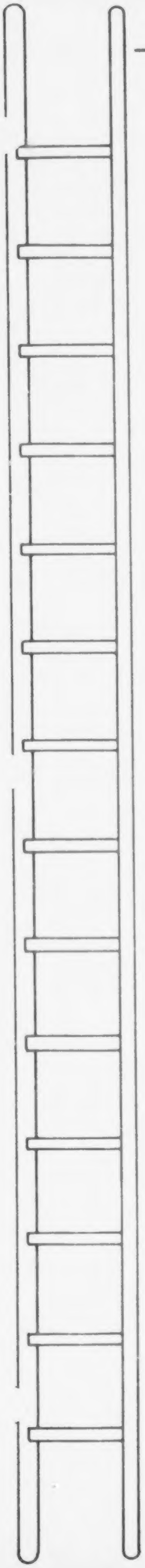
In 1946 Lee got an engineering degree and began working at the Ford Motor Company as a student engineer. He continued to work for Ford for 32 years, including eight years as its president. He was earning $970,000 a year when, all of a sudden, he was fired by Henry Ford.

Iacocca was angry. He had never worked anywhere else. He thought about retiring because he was 54 years old. He decided he could stay angry or turn some of that anger into energy to do something useful. Strong determination and help from his friends encouraged him to live up to his full potential.

In 1978 he took a job with Chrysler, a company on the verge of closing its doors. He was confident that he could save Chrysler. He held meetings, did his homework, made decisions, asked for help from the government and his employees, made promises to save 600,000 jobs, and reduced his salary to $1 a year saying that he would do what was needed to be done to save Chrysler.

By 1983 Chrysler showed the best profit report in its history. Unbelievably, Iacocca paid back the government loan guarantees seven years early. When asked for the secret to success, he tells people to get all the education they can, apply themselves, set goals, and make things happen. In other words, be confident--believe in yourself. Know that your actions make a difference.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 19: I AM RESPONSIBLE.

1.
2. **BE RESPONSIBLE.** Successful people choose to respond with appropriate behavior and accept the consequences of their actions. They take credit for their successes and learn from their mistakes.

II. REVIEW: Discuss this question/statement with the class.

What are examples of how Lee Iacocca demonstrated confidence?

III. LESSON: To introduce Step 2 of the Steps to Success - **BE RESPONSIBLE.**

A. Read the notebook entry to the students and have them copy it.

B. Have the students complete the previous step from memory or their notes.

C. Have students answer the question: As a responsible person, what would your behavior be in the following situations? (Read each situation to class.)

1. Friends want you to go shopping after school, but your mother told you to come straight home.
2. Someone your parents disapprove of wants you to meet him or her at the movie.
3. You have been asked to help a friend cheat on a test.

IV. ENHANCEMENT ACTIVITY: Synonym List

Students will list three synonyms for the word "responsible."

Possible Answers: trustworthy, dependable, reliable, dutiful

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 20: I AM RESPONSIBLE.

MY RESPONSIBILITIES

HOME	SCHOOL
1.	1.
2.	2.
3.	3.

II. REVIEW: Discuss this question/statement with the class.

Define the word "responsible."

III. LESSON: To review Step 2 of the Steps to Success - **BE RESPONSIBLE.**

A. Read the notebook entry to the students and have them copy it.

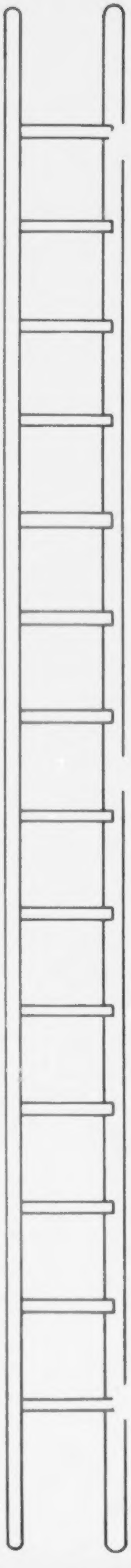
B. Read the following sample list to the students in order to help them complete the notebook assignment.

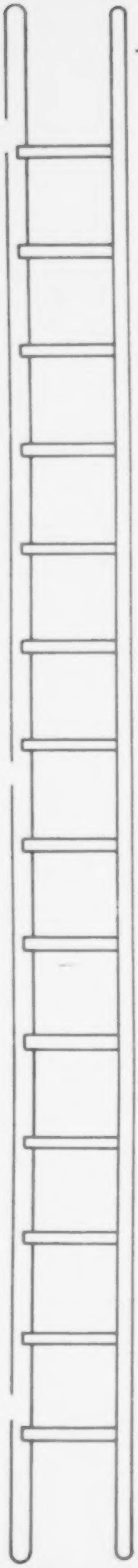
MY RESPONSIBILITIES

HOME	SCHOOL
1. clean room	1. cover book
2. put away dishes	2. bring pencil
3. baby-sit	3. follow directions
4. mow lawn	4. sit in assigned seat
5. dust	5. do homework

C. Have students complete their chart and compare it with the charts of several people sitting near them.

CLOSE WITH A POSITIVE STATEMENT.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 21: I AM HERE.

1.
2.
3. **BE HERE.** Successful people go to work regularly. Once there, they are both physically and mentally present. As a student, going to school is your work.

II. REVIEW: Discuss this question/statement with the class.

Name a home responsibility you had in common with a classmate.

III. LESSON: To introduce Step 3 of the Steps to Success - **BE HERE.**

A. Read the notebook entry to the students and have them copy it.

B. Have the students complete the previous steps from memory or their notes.

C. Have students tell what could happen in the following situations.

1. The lifeguard was daydreaming while on duty (mental presence).
2. The D.J. didn't show up for Friday night's dance (physical presence).

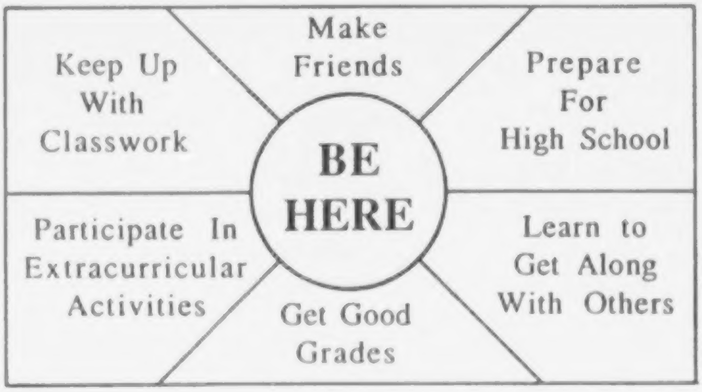
D. Have students give examples of each of the following:

1. Being physically present.
2. Being mentally present.

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 22: I AM HERE.



Make Friends
Keep Up With Classwork
Prepare For High School
BE HERE
Participate In Extracurricular Activities
Learn to Get Along With Others
Get Good Grades

NOTE: Although answers have been filled in for teacher use, do not write the answers on the board yet.

II. REVIEW: Discuss this question/statement with the class.

Give an example of BEING HERE mentally.
Give an example of BEING HERE physically.

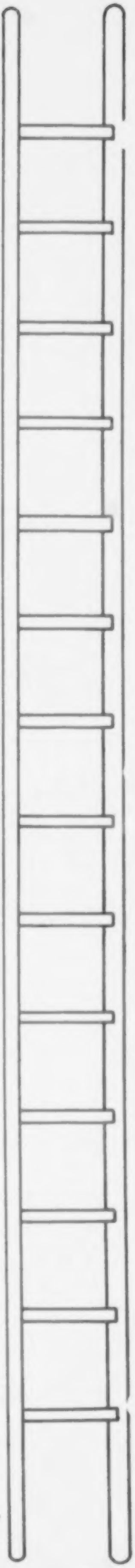
III. LESSON: To review Step 3 of the Steps to Success: **BE HERE.**

A. Have students draw the cluster and spokes.

B. Using the cluster method of filling in the spokes, have students brainstorm reasons why it is important to be mentally and physically present.

C. Have students copy the reasons onto their spokes.

CLOSE WITH A POSITIVE STATEMENT.



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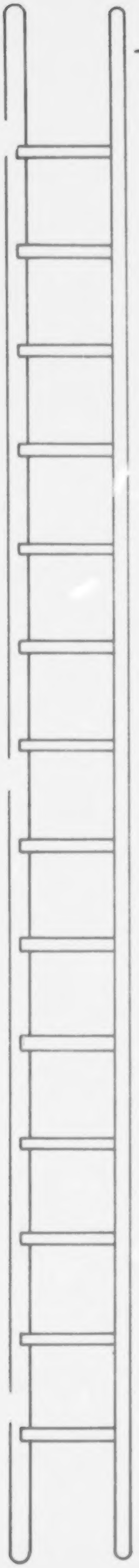


I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 23: I AM PROMPT.

1.
2.
3.
4. **BE ON TIME.** Successful people are prompt. They get to where they are going on time. Others count on them to be on time.

II. REVIEW: Discuss this question/statement with the class.

Name a reason you feel it is important to be mentally and physically present.

III. LESSON: To introduce Step 4 of the Steps to Success - **BE ON TIME.**

A. Read the notebook entry to the students and have them copy it.

B. Have the students complete the previous steps from memory or their notes.

C. Read the following open-ended sentences to the class and have students complete each one verbally:

1. I should be in class on time because....
2. Friends should be on time because....
3. Being on time is important to me because....
4. When I was late, I learned that....
5. The best thing about being on time is....

IV. ENHANCEMENT ACTIVITY: Discussion

Read the following situations to the class. Students will discuss their experiences or thoughts.

1. How do you feel when your parents are late? (angry, scared, hurt, confused)

2. How do you think your parents feel when you don't arrive home on time? (angry, scared, hurt, confused)

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 24: I AM PROMPT.

You and your friend are going to meet each other at the movies at 7:05. The movie you want to see starts at 7:15. You arrive on time, but your friend doesn't arrive until 7:30.

II. REVIEW: Discuss this question/statement with the class.

Why is being on time important to you?

III. LESSON: To review Step 4 of the Steps to Success program - **BE ON TIME.**

A. Read the notebook entry to the students and have them copy it.

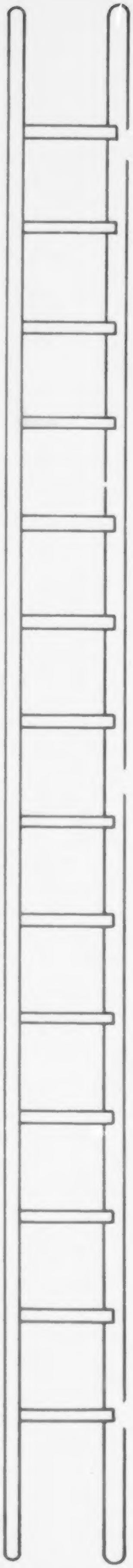
B. Have students write and share two sentences about how they would handle the situation they copied above.

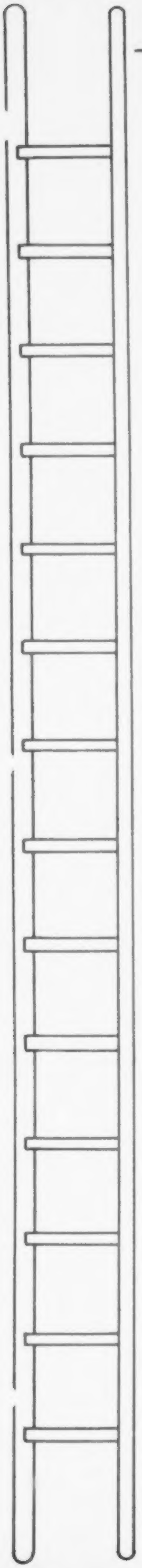
IV. ENHANCEMENT ACTIVITY: Dialogue

Have students contribute ideas for polite lines of dialogue that could be exchanged when the two friends finally meet at 7:30. Write the dialogue on the board.

Ask volunteers to role play the dialogue.

CLOSE WITH A POSITIVE STATEMENT.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 25: I AM FRIENDLY.

1.
2.
3.
4.
5. **BE FRIENDLY.** Successful people accept the differences of others. They build friendships by helping one another rather than hurting each other. Unsuccessful people destroy by doing physical or spoken violence.

II. REVIEW: Discuss this question/statement with the class.

Why do we appreciate friends who are on time?

III. LESSON: To introduce Step 5 of the Steps to Success - **BE FRIENDLY.**

A. Read the notebook entry to the students and have them copy it.

B. Have the students complete the previous steps from memory or their notes.

C. Have students list and share with the class three ways to BE FRIENDLY toward a new student.

IV. ENHANCEMENT ACTIVITY: Discussion

Students will tell the class about a time a friendly person made them feel comfortable at school, in a new neighborhood, on a team, or during an activity.

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 26: I AM FRIENDLY.

Five Characteristics Or Actions Of A Friendly Person

1.
2.
3.
4.
5.

II. REVIEW: Discuss this question/statement with the class.

Name a friendly person you know and tell why you think of that person as friendly.

III. LESSON: To review Step 5 of the Steps to Success - **BE FRIENDLY.**

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the assignment.

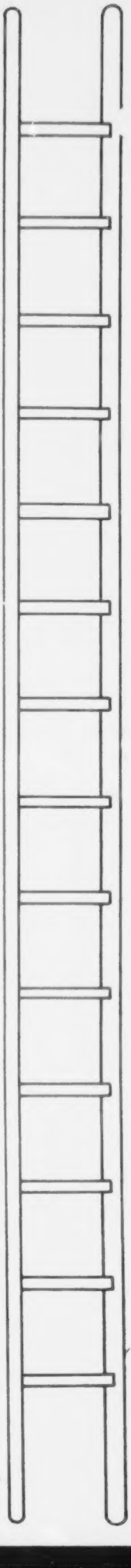
C. List the student responses on the board.

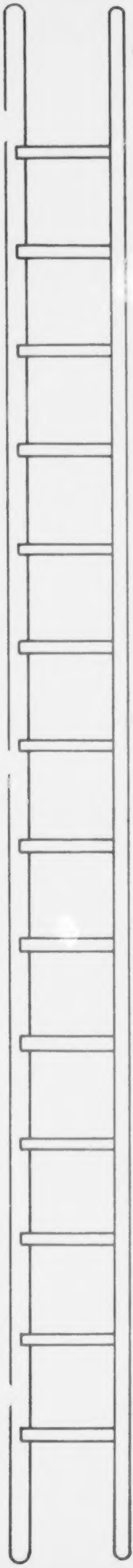
D. Have students create a WANT AD for a friendly person using the sample characteristics or actions from the board.

EXAMPLE

WANTED: FRIENDLY PERSON

Helpful **Enthusiastic** Cheerful
Happy **Kind** Pleasant Polite
Courteous Humorous





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 27: I AM POLITE.

1.
2.
3.
4.
5.
6. **BE POLITE.** Successful people show courtesy. They know that other people help them to be successful, so they treat others with respect. They are polite by waiting their turn, listening when others are talking, and considering the feelings of others.

II. REVIEW: Discuss this question/statement with the class.

Name an important characteristic or action of a friendly person.

III. LESSON: To introduce Step 6 of the Steps to Success. - **BE POLITE.**

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the previous steps from memory or their notes.

IV. ENHANCEMENT ACTIVITY: Acrostic Poem

Write the words BE POLITE vertically.
Write a word, a phrase, or a sentence using these letters as the first letter in each line.

EXAMPLE

Be courteous.
Easy to get along with.
Pleasing to others.
Offering to help.
Likeable.
Interesting to be with.
Trying to cooperate.
Everlastingly pleasant attitude.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 28: I AM POLITE.

Ways To Show Politeness

AT HOME	AT SCHOOL
1.	1.
2.	2.
3.	3.

II. REVIEW: Discuss this question/statement with the class.

How can you be polite today?

III. LESSON: To review Step 6 of the Steps to Success - **BE POLITE.**

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

IV. ENHANCEMENT ACTIVITY: Thank You Note

Students will write a thank you note to someone who did something special for them recently. (They may copy the note over and send it if they choose.)

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 29: I AM A SUCCESS.

Definitions for Quiz:

1. Show courtesy.
2. Be prompt.
3. Accept consequences for my actions.
4. Believe in myself.
5. Accept the differences of others.
6. Be physically and mentally present.

II. REVIEW: None for today.

III. LESSON: To check student understanding of the first half of Unit III by testing and to clarify problem areas by correcting the quiz.

A. Read the notebook entry to the students and have them copy it.

B. Slowly read the following Steps to Success to the class. Have students write each Step next to one of the definitions.

BE CONFIDENT.
BE RESPONSIBLE.
BE HERE.
BE ON TIME.
BE FRIENDLY.
BE POLITE.

IV. QUIZ ANSWER KEY:
Students will correct their own quizzes as you read the answers.

1. BE POLITE.
2. BE ON TIME.
3. BE RESPONSIBLE.
4. BE CONFIDENT.
5. BE FRIENDLY.
6. BE HERE.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 30: I AM PREPARED.

1.
2.
3.
4.
5.
6.
7. **BE PREPARED.** Successful people have their materials when needed. They keep their tools and supplies in good condition. Successful people plan ahead.

II. REVIEW: Discuss this question/statement with the class.

Successful people evaluate their progress in all areas of their lives. How did yesterday's quiz help you check your progress in this program?

III. LESSON: To introduce Step 7 of the Steps to Success - **BE PREPARED.**

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the previous steps from memory or their notes.

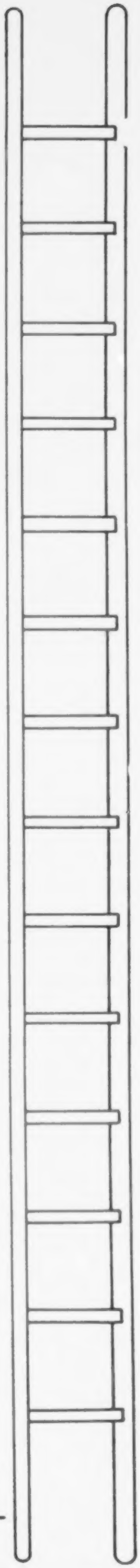
C. Have students name items necessary to take on a picnic to the lake, mountains, beach, or park.

IV. ENHANCEMENT ACTIVITY: Share A Thought

Students will share their thoughts on the following situation that you read aloud:

The crowd was larger than originally anticipated at the concert. What could happen if the promoter were not prepared?

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 31: I AM PREPARED.

Two Reasons Why It Is Important To Be Prepared

1.
2.

II. REVIEW: Discuss this question/statement with the class.

What supplies did you need to bring to school today in order to be prepared?

III. LESSON: To review Step 7 of the Steps to Success - **BE PREPARED.**

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment and share their answers with the class.

C. Students will imagine there is a school dance. They will name the tasks that might need to be completed in order to make the dance a success.

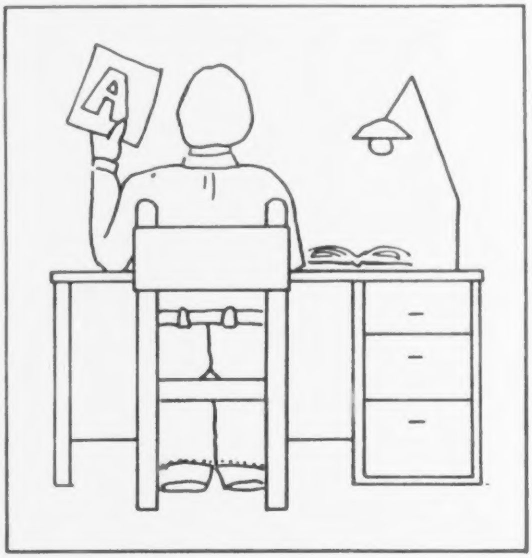
Possible Answers: hire a D.J., decorate gym, sell tickets, order refreshments, arrange for chaperones.

SCHOOL DANCE

IV. ENHANCEMENT ACTIVITY: Draw A Scene

Students will draw one scene depicting a student preparing for a final exam.

EXAMPLE



I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 32: I AM A LISTENER.

1.
2.
3.
4.
5.
6.
7.
8. **BE A LISTENER.** Successful people listen to instructions and follow directions. Because they listen to what others need, they can cooperate to achieve success.

II. REVIEW: Discuss this question/statement with the class.

Name two times that required you to be prepared last week.

III. LESSON: To introduce Step 8 of the Steps to Success - **BE A LISTENER.**

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the previous steps from memory or their notes.
C. Have students list reasons why they want their friends, parents, and teachers to be good listeners. (Students will share their answers tomorrow.)

IV. ENHANCEMENT ACTIVITY: Mental Math Games

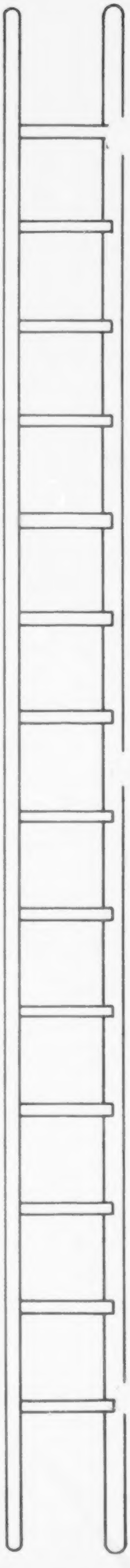
A. I Can Guess The Answer	EXAMPLES	
Think of any number.	15+16 = 31	100+101 = 201
Add the next highest number to it.	31+9 = 40	201 + 9 = 210
Add 9 to the sum.	40/2 = 20	210 / 2 = 105
Divide this by 2.	20-15 = 5	105-100 = 5
Subtract the original number.		
(The answer is always 5.)		

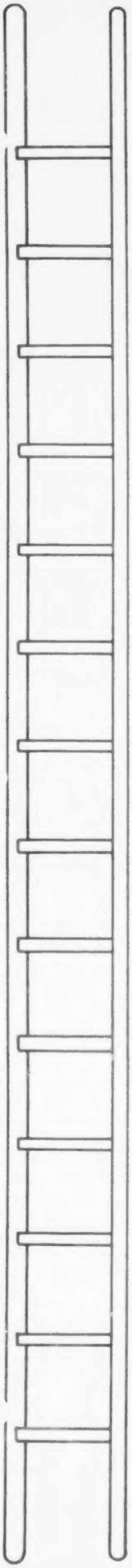
B. The Magic Age Number

Multiply the number 9 by any other number lower than 9.
Subtract this product from 10 times your age.
If the difference is two digits, add them to find your age.
If the difference is three digits, your age will be the first two digits plus the last digit.

EXAMPLES

9 X 5 = 45	9 X 3 = 27
10 X 11(age) = 110	10 X 15(age) = 150
110 - 45 = 65	150 - 27 = 123
6 + 5 = 11	12 + 3 = 15





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 33: I AM A LISTENER.

Two Reasons It Is Important To Be A Good Listener During A Fire Drill

1.
2.

II. REVIEW: Discuss this question/statement with the class.

What reasons did you list yesterday for wanting your friends, parents, and teachers to be good listeners?

III. LESSON: To review Step 8 of the Steps to Success - **BE A LISTENER**

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the notebook assignment and share their answers with the class.
C. Have students test their listening skills by answering the following trick questions:

1. Why can't a man living in Winston Salem, N.C., be buried west of the Mississippi River?
2. Do they have a 4th of July in England?
3. How many birthdays does the average man have?
4. A farmer had 17 sheep. All but nine died. How many sheep did he have left?

Answer Key:

1. The man is alive, not dead.
2. Every calendar has a July 4th.
3. Every man has only one day on which he was born.
4. Nine. (All the other sheep died.)

IV. ENHANCEMENT ACTIVITY: Telephone Game

1. Teacher will whisper a sentence to a student.
2. Student will whisper the sentence to another student who, in turn, whispers it to another student. The sentence cannot be clarified.
3. After the final student hears the sentence, he/she repeats it aloud.
4. It is then compared to the original sentence.

Sample Sentences:

1. Successful people listen to instructions.
2. While Rip VanWinkle slept, his beard grew.
3. The headless horseman scared Ichabod Crane.

CLOSE WITH A POSITIVE STATEMENT.

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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 34: I AM A DOER.

1.
2.
3.
4.
5.
6.
7.
8.
9. **BE A DOER.** Successful people do their work to the best of their ability. They know the more they do, the more capable they will become. For example, good baseball players become better baseball players because they practice.

II. REVIEW: Discuss this question/statement with the class.

What can we do to be better listeners?

III. LESSON: To introduce Step 9 of the Steps to Success - **BE A DOER.**

A. Read the notebook entry to the students and have them copy it.

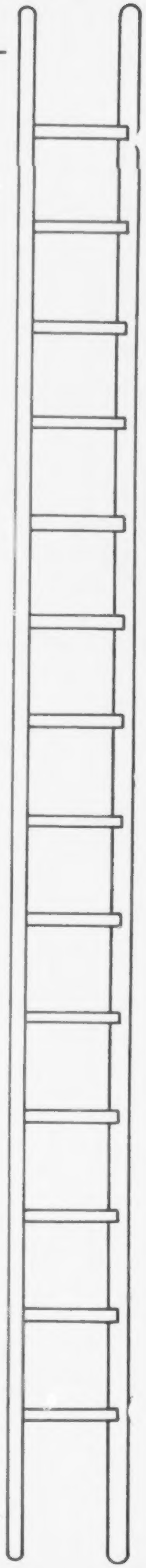
B. Have students complete the previous steps from memory or their notes.

C. Have students explain and give examples of skills that improve with practice.

Possible Answers:

Typing
Dancing
Singing
Reading

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 35: I AM A DOER.

Doers begin a project without hesitation. Less successful people procrastinate or put things off.

II. REVIEW

Explain how being a doer will help you be successful in school.

III. LESSON: To review Step 9 of the Steps to Success - **BE A DOER.**

A. Read the notebook entry to the students and have them copy it.
B. Read aloud the following examples about people who did not procrastinate or put things off:

Pablo Casals (Spanish cellist) made himself a crude cello from a gourd so that he could practice daily until his family could afford to buy him a cello.

Runner Jim Ryun practiced by running 100 to 120 miles a week. Later he set records in the mile and 1500 meter races.

As a young girl, singer Marian Anderson practiced all the parts to every choir piece - soprano, alto, tenor, baritone, and bass.

Diana Nyad swam 42 miles a week to get ready for her record-breaking swim around Manhattan Island.

As a child, soccer star Pele had no soccer ball. He practiced by kicking anything - a grapefruit or even a bundle of rags.

IV. ENHANCEMENT ACTIVITY: Synonym/Antonym List

Students will make a list of several synonyms and antonyms for the word "procrastinate."

EXAMPLE

SYNONYMS (similar meaning)	ANTONYMS (opposite meaning)
hesitate	initiate
put off	begin
delay	start
wait	do
postpone	proceed
stall	Go for it!

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 36: I AM A TOUGH WORKER.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10. **BE A TOUGH WORKER.** Successful people keep trying. They keep working toward their goals even when things get difficult.

II. REVIEW: Discuss this question/statement with the class.

Tell about a time when you procrastinated or put something off.

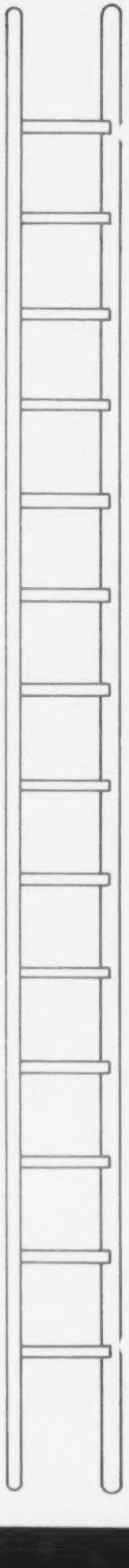
III. LESSON: To introduce Step 10 of the Steps to Success - **BE A TOUGH WORKER**

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the previous steps from memory or their notes.
C. Read to the students:

BE A LISTENER as I read the Wilma Rudolph story to you in order to **BE PREPARED** for tomorrow's discussion.

Wilma Rudolph weighed only 4 1/2 lbs. and was lucky to survive when she was born in 1940. She caught double pneumonia and scarlet fever at age 4. These illnesses resulted in severe weakness in her legs. Wilma's mother encouraged her by continually telling her, "Never give up." Her mother and 17 family members took turns massaging her legs day and night for many years. Even though her legs could barely carry her at age 11, she pushed herself to play basketball. Shortly afterwards, she grew to love track. Because of her health problems at age 18, Wilma was too ill to compete at Tennessee State College, but she didn't quit the track team. At age 19 she pulled a muscle in an important track meet against a Russian team, but she wouldn't give up. At age 20 she had to have her tonsils removed; however, that didn't keep her down long. She remembered her mother's words: "Never give up."

In 1960 Wilma became known as the fastest woman runner in the world. She was the first U.S. woman to win three gold medals in track and field in the Olympics.



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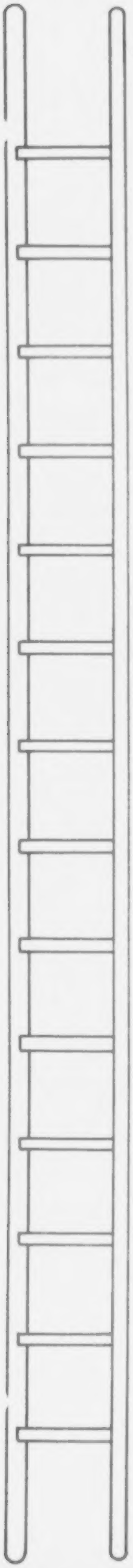


I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 37: I AM A TOUGH WORKER.

Write two sentences about a time when being a tough worker made a difference in your life or the life of another.

II. REVIEW: Discuss this question/statement with the class.

How was Wilma Rudolph a tough worker?

III. LESSON: To review Step 10 of Steps to Success - **BE A TOUGH WORKER.**

A. Read the notebook entry to the the students and have them copy it.

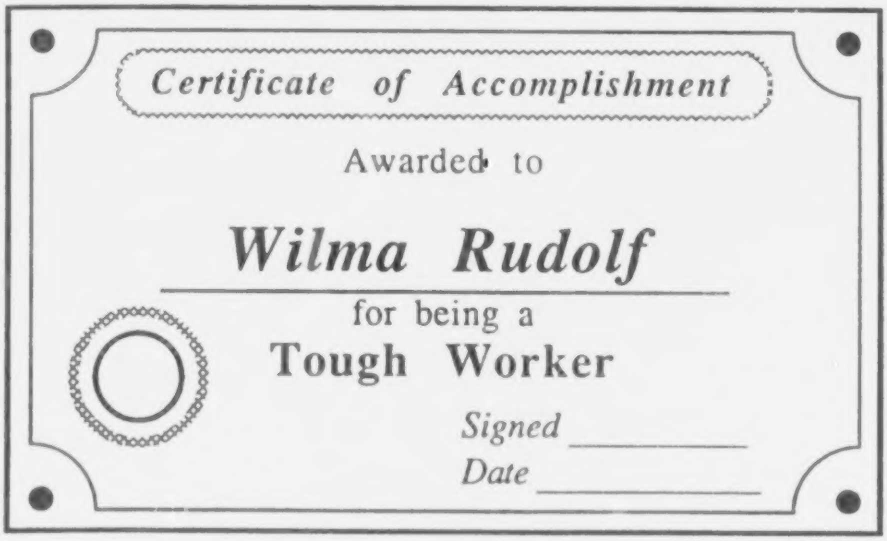
B. Have students complete the notebook assignment and share their answers with the class.

IV. ENHANCEMENT ACTIVITY: Certificate Of Accomplishment

Students will design a certificate of accomplishment for a time when they were tough workers.

(Blank certificate available in appendix.)

EXAMPLE



Certificate of Accomplishment

Awarded to

Wilma Rudolf

for being a

Tough Worker

Signed ____________

Date ______________

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 38: I AM A RISK TAKER.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11. **BE A RISK TAKER.** Successful people have courage and are willing to run the risk of failure. They know that sooner or later they will reach their goals if they keep trying.

II. REVIEW: Discuss this question/statement with the class.

What area of your life now requires you to be a tough worker?

III. LESSON: To introduce Step 11 of the Steps to Success - **BE A RISK TAKER**.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the previous steps from memory or their notes.

C. Read the following facts to the class. Afterwards, lead a discussion emphasizing that the only way people can achieve success is if they risk failure.

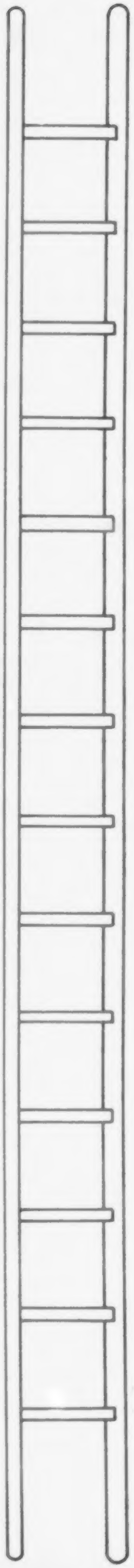
"Little -Known Facts About Famous Risk Takers"

Thomas Alva Edison spent 2 years searching for the proper wire to use in the light bulb he invented. He sent helpers to the jungles of the Amazon and the forests of Japan. He even used a strand of hair from the head of a child. Don't you imagine that people laughed at Edison?

The Wright brothers tested more than 200 wing models in a wind tunnel before they were able to design a machine (glider) that could fly. Don't you imagine that they risked embarrassment?

Sugar Ray Robinson lost his title 4 times as a middleweight boxing champ, but each time he gained it back. Don't you imagine he risked losing his self-confidence every time?

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 39: I AM A RISK TAKER.

Complete the following sentences:

1. The risk you take when you raise your hand in class to answer a question is....
2. The risk you take when you study for a test instead of socializing with friends is....
3. The risk you take when you try out for an extra-curricular activity is....
4. The risk you take when you help someone in the hall whose books have fallen is....

II. REVIEW: Discuss this question/statement with the class.

Name a famous person who, in your opinion, was a risk taker. Tell why.

III. LESSON: To review Step 11 of Steps to Success - **BE A RISK TAKER.**

A. Read the notebook entry to the the students and have them copy it.
B. Have students complete the notebook assignment and share their answers with the class.

IV. ENHANCEMENT ACTIVITY: Interpret The Thought

Students will write or share a sentence with the class telling what each of the following thoughts mean:

DREAM THE IMPOSSIBLE DREAM.

REACH FOR THE STARS.

CLIMB THE HIGHEST MOUNTAIN.

TO ACHIEVE HAPPINESS, ONE MUST RISK UNHAPPINESS.

DARE TO TRY.

EVERY TIME YOU TRY, YOU RISK SUCCESS.

DARE TO SAY NO.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 40: I AM A GOAL SETTER.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12. **BE A GOAL SETTER.** Successful people plan for the future. They use goals as a personal road map to guide them where they want to go. By setting goals, people are able to realize their dreams.

II. REVIEW: Discuss this question/statement with the class.

What are some of the ways we take risks in order to be successful at school?

III. LESSON: To introduce Step 12 of Steps to Success - **BE A GOAL SETTER.**

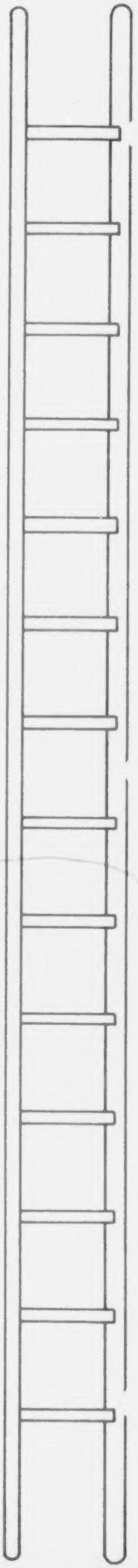
A. Read the notebook entry to the students and have them copy it.
B. Have students complete the previous steps from memory or their notes.
C. Read to the students:

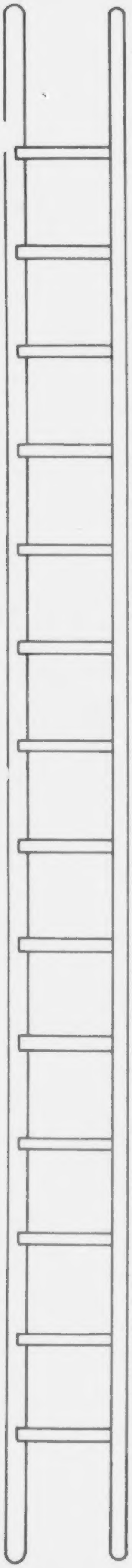
BE A LISTENER as I read the John Goddard story to you in order to **BE PREPARED** for tomorrow's lesson.

John Goddard made a list of goals for himself in 1940 when he was a young man of 15. This list, 127 items long, contains some very unusual challenges - explore the Nile River, climb Mt. Everest, swim in Lake Victoria, type 50 words a minute, etc. The amazing thing is that he has accomplished 107 of the original 127.

John Goddard's philosophy has remained that one must not "postpone living." He believes in not looking back and wishing he had his life to live over again. Still going strong and working toward completion of the 127 items, Goddard is a man who doesn't give up on his plan to reach his goals.

CLOSE WITH A POSITIVE STATEMENT.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 41: I AM A GOAL SETTER.

Three Goals I Would Like To Reach In My Lifetime

1. 2. 3.

II. REVIEW: Discuss this question/statement with the class.

Who can recite all Twelve Steps to Success?

III. LESSON: To review Step 12 of the Steps to Success - **BE A GOAL SETTER.**

A. Read the notebook entry to the the students and have them copy it.

B. Read the following 25 challenges of John Goddard aloud:

EXPLORE

the Amazon River
the Congo River
the Coral Reefs of Florida
the Great Barrier Reef of Australia

STUDY PRIMITIVE CULTURES:

In the Congo
In Borneo
In Tanzania

MISCELLANEOUS:

Learn jujitsu
Ride a horse in the Rose Parade
Catch a 10 lb. lobster

VISIT

the North & South Poles
the Galapagos Islands

CLIMB:

The Matterhorn
Mt. Vesuvius
Mt. Fuji

PHOTOGRAPH:

Victoria Falls, Rhodesia
Sutherland Falls, New Zealand

C. Have students complete the notebook assignment.

IV. ENHANCEMENT ACTIVITY: Extended Challenge or Goal List

Ask students to create their own extended challenge or goal list. Tell them to write down everything they've ever longed for, every place they've ever dreamed of going, and everything they've ever wanted to be or do. Tell students they are not allowed to say "I can't" or to ask "Do I deserve it?" Also, they shouldn't try to be too realistic or logical. They should let their imaginations run free. Remind students that picturing themselves as they want to be is a major step in the goal-setting process.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 42: I REVIEW BEFORE A QUIZ.

Complete the Twelve Steps to Success from memory.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

II. REVIEW: Discuss this question/statement with the class.

What one word would you use to describe John Goddard?

III. LESSON: To allow time for students to prepare for the quiz on the Twelve Steps to Success.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Tomorrow you will be taking a quiz on the information we have discussed in Unit III. Is there any information that you would like clarified (made clear) before your quiz? (Spend as much time as needed on this section.)

If you have been absent, raise your hand, and I will assign a student to help you with lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

B. Have the students complete the notebook assignment.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 43: I AM A SUCCESS.

Definitions for Quiz:

1. Keep tools and supplies in good condition.
2. Listen to the instructions and follow directions.
3. Do my work to the best of my ability.
4. Keep working even when things get difficult.
5. Use goals as my personal road map.
6. Know that sometimes I might fail.

II. REVIEW: None for today.

III. LESSON: To check student understanding of the second half of Unit III by testing and to clarify problem areas by correcting the quiz.

A. Read the notebook entry to the students and have them copy it.

B. Slowly read the following Steps to Success to the class. Have students write each STEP next to one of the definitions.

BE A GOAL SETTER.
BE A LISTENER.
BE PREPARED.
BE A DOER.
BE A TOUGH WORKER.
BE A RISK TAKER.

C. Quiz Answer Key:

Have students correct their own quizzes as you read the answers.

1. BE PREPARED.
2. BE A LISTENER.
3. BE A DOER.
4. BE A TOUGH WORKER.
5. BE A GOAL SETTER.
6. BE A RISK TAKER.

CLOSE WITH A POSITIVE STATEMENT.

UNIT IV

SUCCESS STORIES

UNIT GOAL: To give students the opportunity to practice recognizing characteristics of success in the lives of famous people and personal acquaintances.

DAY 44: Define the term "personal characteristic."
(O.J. Simpson)

DAY 45: Show characteristics of famous, successful people.
(Sally Ride)

DAY 46: Show characteristics of personal acquaintances.

DAY 47: Encourage students to look for role models.
(Romana Banuelos)

DAY 48: Teach the most important characteristic of successful people. (F.D.R.)

DAY 49: Review/Quiz Day

DAY 50: Correcting Day

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 44: I AM A SUCCESS.

Personal characteristics are the qualities and attitudes that people have. The Twelve Steps are personal characteristics of successful people.

II. REVIEW: Discuss this question/statement with the class.

Successful people evaluate their progress in all areas of their lives. Thinking about the unit we just completed, with which of the Twelve Steps to Success are you most successful?

III. LESSON: To define and give examples of the term "personal characteristic."

A. In Unit III you learned the Twelve Steps that will further guide you toward success. Now, you will be given the opportunity to practice recognizing those Twelve Steps and other characteristics of successful people.

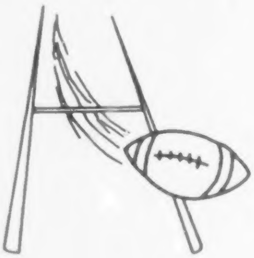
B. Read the notebook entry to the students and have them copy it.

C. Read the story of Orenthal James Simpson to the class.

Orenthal James (O.J.) Simpson came from a very poor family. His father deserted the family when O.J. was four years old. As a teenager, O.J. became a gang leader and began to steal. Eventually, he realized that he loved sports and decided to focus on the positive behavior of athletics rather than the negative behavior of gangs. He began to play baseball, but broke his hand. Next, he decided to try track and practiced hard. When the coaches saw how fast he was, they urged him to go out for football, and he listened to their advice. Later in his professional football career, O.J. was the first N.F.L. runner to total over 2,000 yards in one season. He also broke the record for the most touchdowns in one year. He was called the fastest football player ever.

D. Have students list the personal characteristics that helped make O.J. Simpson successful.

(Students will share answers tomorrow.)



CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 45: I AM A SUCCESS.

SUCCESSFUL PEOPLE ARE HARD WORKERS.

II. REVIEW: Discuss this question/statement with the class.

Who is O.J. Simpson? What personal characteristics helped make him successful?

Possible Answers:

He decided to focus on positive behavior.
He is a tough worker.
He is a good listener.
He follows advice.

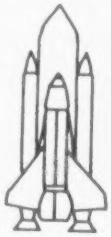
III. LESSON: To show the characteristics of famous, successful people through the use of example.

A. Read the notebook entry to the students and have them copy it.
B. Read the story of Sally Ride to the class.

Sally Ride was confident that she could be the kind of person she wanted to be, but she knew that she must be willing to work hard. Sally went to school in California and became the eighteenth ranked junior tennis player in the United States. Even though she was a year younger than most of the other students in her high school class, she was one of the top six graduates. She went to college and became a doctor of astrophysics. As one of the few chosen out of the 8,900 applicants for the NASA astronaut training program, she studied very hard and became a pilot. She was determined to be one of the five team members of the second Challenger mission. In 1983 Dr. Sally Ride was the first American woman to orbit the earth.

C. Have students list the personal characteristics that helped make Dr. Sally Ride successful.

(Students will share answers tomorrow.)



IV. ENHANCEMENT ACTIVITY: Discussion

What are some of the personal characteristics a President of the United States might need?

Possible Answer: He/she needs to be a good decision maker, a good speaker, a hard worker, and a goal setter.

I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 46: I AM A SUCCESS.

A successful person I know personally is ______________________.
(Name)

Some personal characteristics that contributed to his/her success are ____

____.

II. **REVIEW:** Discuss this question/statement with the class.

Who is Dr. Sally Ride? What personal characteristics helped make her successful?

Possible Answers:

She is confident.
She is a hard worker.
She was a good student.
She is a team member.
She is determined.

III. **LESSON:** To help students realize that they know some successful people.

A. Read to the students:

It is easy to think of examples of famous people who are successful because we learn so much about them from television, radio, and magazines. Although we hear a great deal about their successes, we seldom hear about their struggles and failures. This is how we get the idea that success happens by magic. One way to learn about how to be a success is to think about those people in our lives who have struggled, failed, and later succeeded.

B. Read the notebook entry to the students and have them copy it.

C. Read the following sample list to the students in order to help them complete the notebook assignment.

Mom - imaginative, polite
Dad - punctual, confident
Teacher - dedicated, honest
Counselor - organized, friendly
Uncle - sense of humor, efficient

(Students will share answers tomorrow.)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 47: I AM A SUCCESS.

I know some successful people who can be my role models for success.

II. REVIEW: Discuss this question/statement with the class.

Name a successful person you know. Tell what characteristics contribute to his/her success.

III. LESSON: To remind students that successful people they know can be role models for them.

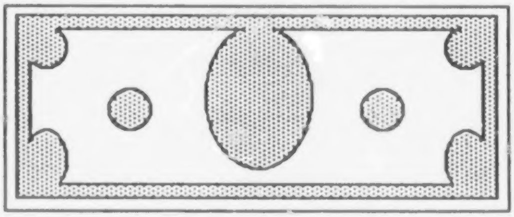
A. Read the notebook entry to the students and have them copy it.

B. Read the story entitled "My Mother - Romana Banuelos."

My mother was born in Mexico. At age 18 she was divorced with two children to raise by herself, but she was determined to be successful. She brought us to the United States and went to work in a Texas laundry for $1 a day. Knowing she could do better, she risked moving us to California with only $17 in her pocket. After getting a better job, she saved $400 and bought a one-room tortilla factory. She persisted in her day-to-day factory work until she had turned it into a 5 million dollar-a-year business. Later on, she established the first bank to serve the East Los Angeles Mexican-American community. She ignored those who told her she was not qualified and wouldn't make it. How do you think my mother felt years later when she was appointed by the President to be the 34th Treasurer of the United States?

C. Have students list the personal characteristics that helped make Romana Banuelos successful.

(Students will share answers tomorrow.)



CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 48: I AM A SUCCESS.

SUCCESSFUL PEOPLE NEVER STOP TRYING.

II. REVIEW: Discuss this question/statement with the class.

Who was Romana Banuelos? What personal characteristics helped make her successful?

Possible Answers:

She is determined.
She is a risk taker.
She is persistent.
She is confident.
She is a tough worker.

III. LESSON: To inform the students that being a **TOUGH WORKER** may be the most important characteristic of a successful person.

A. Read the notebook entry to the students and have them copy it.

B. Read the story of Franklin D. Roosevelt to the class.

One day while sailing, Franklin D. Roosevelt fell into the water. He became chilled and within three days of the accident, he began to feel tired and could not move his legs. His back, arms, and hands became painfully paralyzed, and he realized he had polio. Although Roosevelt was urged to retire at the age of 38, he refused to give up. After many months of disciplined exercise, he regained the use of his hands and back, but he could never again walk without a brace. Later on he became President of the United States. How many times do you think F.D.R. was elected President? (Answer: four times)

C. Have students list the personal characteristics that helped make President Roosevelt successful.

(Students will share answers tomorrow.)

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 49: I AM A SUCCESS.

Quiz Instructions: Make as complete a list as you can of the personal characteristics of successful people.

II. REVIEW: Discuss this question/statement with the class.

Who was Franklin D. Roosevelt? What personal characteristics helped make him successful?

Possible Answers:

He never stopped trying. (He refused to give up.)
He was a hard worker.
He was self-disciplined.
He was a risk taker. (People could have laughed at his crutches and wheelchair.)

III. LESSON: To allow time at the end of Unit IV for the students to make a list of personal characteristics that contribute to success.

A. Read to the students:

Today is an open-notebook test. Feel free to ask for assistance or to look back in your notebook.

B. Have students take the quiz.

(Correct quiz tomorrow.)

CLOSE WITH A POSITIVE STATEMENT.

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I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 50: I REVIEW MY WORK.

Personal characteristics of successful people can be learned.

II. REVIEW: Discuss this question/statement with the class.

Why do you think an open-notebook test is a good way for you to check your progress?

III. LESSON: To check student understanding of Unit IV and clarify problem areas.

A. Read the notebook entry to the students and have them copy it.

B. Quiz Answer Key:

(Generate a class list on the board for students to copy as they correct and add to yesterday's list.)

CHARACTERISTICS OF SUCCESSFUL PEOPLE

1. Confident
2. Responsible
3. Punctual
4. Friendly
5. Polite
6. Prepared
7. Honest
8. Trustworthy
9. Self-disciplined
10. Cooperative
11. Imaginative
12. Positive
13. Humorous
14. Persistent
15. Organized
16. Efficient
17. Studious
18. Helpful
19. Determined
20. Thorough

1. Listener
2. Doer
3. Tough worker
4. Risk taker
5. Goal setter
6. Team player
7. Decision maker
8. Good speaker
9. Good writer
10. Problem solver

CLOSE WITH A POSTIVE STATEMENT.

UNIT V

STAR, A DECISION-MAKING PROCESS

UNIT GOAL: To teach students a decision-making process that will last them a lifetime.

DAY 51: Define the word "acronym."

DAY 52: Define the terms "appropriate behavior" and "inappropriate behavior."

DAY 53: Introduce S = STOP.

DAY 54: Encourage students to STOP before an action.

DAY 55: Apply STOP to students' lives.

DAY 56: Define the word "alternatives" and identify strategies for stopping. (See Appendix.)

DAY 57: Introduce T = THINK.

DAY 58: Encourage students to THINK about alternatives.

DAY 59: Identify strategies for THINKING.

DAY 60: Define the words "behavior" and "consequence."

DAY 61: Introduce A = ACT.

DAY 62: Encourage students to realize that they are responsible for their actions.

DAY 63: Apply STOP, THINK, and ACT to students' lives.

DAY 64: Define the word "evaluate."

DAY 65: Introduce R = REVIEW.

DAY 66: Encourage students to REVIEW their actions.

DAY 67: Apply STOP, THINK, ACT, AND REVIEW to students' lives.

DAY 68: Review Day

DAY 69: Quiz Day

DAY 70: Correcting Day

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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 51: I AM A STAR.

An acronym is a word formed from the first letters of other words.

Examples: Prisoner of War = POW
Zone Improvement Plan = ZIP
Students Against Driving Drunk = SADD
Stop, Think, Act, and Review = STAR
Self-Contained Underwater Breathing Apparatus = SCUBA

II. REVIEW: Discuss this question/statement with the class.

Why is it important to know that all the personal characteristics of successful people can be learned?

II. LESSON: To introduce the STAR decision-making unit and define the word "acronym."

A. Read to students:
In Unit IV you practiced recognizing personal characteristics of successful people. Those people made decisions to be responsible, confident, persistent, etc.
Now, you will be expected to make similar decisions. You will learn an easy decision-making process in this STAR unit that will enhance your success.

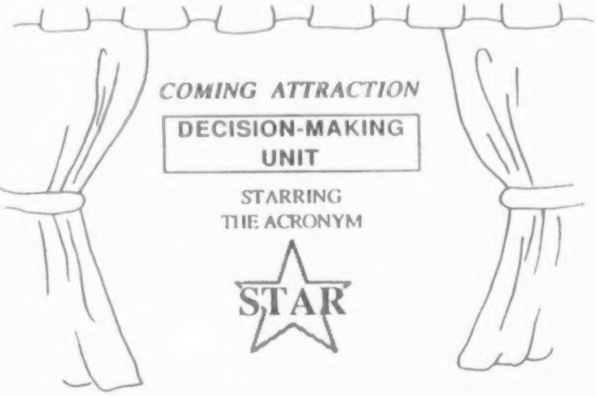
B. Read the notebook entry to the students and have them copy it.

C. Discuss with the class how an acronym is formed by using the first letter of each word.

IV. ENHANCEMENT ACTIVITY: Theater Advertisement

Students will design a theater advertisement for the coming attraction, the STAR Unit.

EXAMPLE



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 52: I AM A STAR.

Appropriate Behavior - actions that make it easier for me to be successful and reach my goals.

Inappropriate Behavior - actions that make it harder for me to be successful and keep me from reaching my goals.

II. REVIEW: Discuss this question/statement with the class.

What is an acronym? Give an example.

III. LESSON: To introduce the terms "appropriate behavior" and "inappropriate behavior." (Vocabulary comprehension is needed for tomorrow's lesson.)

A. Read the notebook entry to the students and have them copy it.

B. Read each of the following behaviors to the class. Have students tell whether the behavior is appropriate or inappropriate for a classroom. Be sure that students use the words appropriate or inappropriate.

BEHAVIORS

1. Raising your hand to give an answer
2. Not following directions
3. Volunteering to help someone
4. Talking excessively
5. Ditching class
6. Shouting out answers
7. Opening a door for someone
8. Fighting
9. Talking in class only when called on
10. Shoving
11. Following directions carefully
12. Cheating on a test
13. Waiting your turn
14. Teasing classmates
15. Stealing from a classmate

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 53: I STOP TO THINK BEFORE I ACT.

I sometimes behave without deciding to behave that way.

To avoid behaviors that make it harder for me to be successful, I can

S = STOP. I STOP to give myself time to think before I choose an action or behavior.

T = THINK

A = ACT

R = REVIEW

II. REVIEW: Discuss this question/statement with the class.

What is the difference between appropriate and inappropriate behavior?

III. LESSON: To introduce "S=STOP," the first step in the decision-making process.

A. Read the notebook entry to the students and have them copy it.
B. Have students discuss the following question: Why is it good to STOP before you act?

Possible Answers:

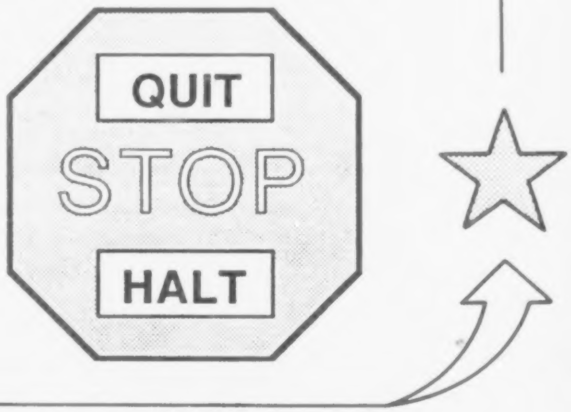
To give myself time to become aware of what I'm doing.
To avoid inappropriate behaviors.
To give myself time to choose an appropriate alternative.

IV. ENHANCEMENT ACTIVITY: Stop Sign

Students will draw a large stop sign. They will think of at least two synonyms (words with similar meanings) for the word STOP and add those synonyms to their sign.

Possible Answers:

Quit
Cease
Halt
Suspend
Terminate
Discontinue



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 54: I STOP TO THINK BEFORE I ACT.

From memory or from your notes, complete the four words of the acronym and the definition of the "S."

S =
T =
A =
R =

II. REVIEW: Discuss this question/statement with the class.

What does STOP in the STAR process mean to you?

III. LESSON: To encourage students to STOP before an action.

A. Read the notebook entry to the students and have them copy it.

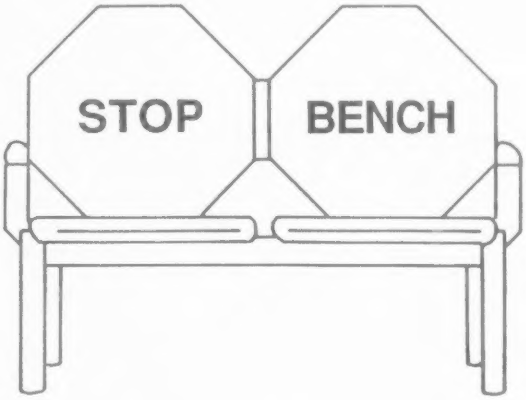
B. Have students complete the notebook assignment and correct it by referring to yesterday's notes.

C. Read to the students:

Imagine that you are on a game show answering the $1,000,000 Question. Are you ready? I will read the question. Raise your hand as soon as you have an answer.

There is a comfortable bench at school called a "STOP BENCH." It is a place students go to relax and calm themselves. Name a time in your school career when you could have used a place to go in order to STOP yourself from making a poor decision.

Note: You may want to give some kind of imaginary cash award based on the quality of student answers.



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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 57: I THINK ABOUT MY ALTERNATIVES.

To avoid behaviors that make it harder for me to be successful, I can

S
T = THINK. I THINK to become aware of my choices or
A alternatives.
R

II. REVIEW: Discuss this question/statement with the class.

What strategies do you use to STOP yourself before you ACT?

III. LESSON: To introduce "T=THINK," the second step in the decision-making process.

A. Read the notebook entry to the students and have them copy it.

B. Have the class generate a list of questions about their choices or alternatives. Have the students copy the questions.

Possible Questions:

1. Will this choice get me what I want?
2. Is there another way to accomplish this?
3. What effect will my choice have on my parents?
4. What effect will my actions have on my friend?
5. What are my choices?
6. Will anyone be hurt or helped by my action?
7. Is this fair to all concerned?
8. Is my action honest?
9. Will my choice build friendship?

IV. ENHANCEMENT ACTIVITY: Advice Column

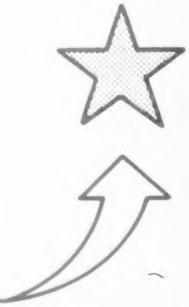
Imagine that you are in charge of an advice column for your school newspaper. An avid reader writes to you asking what advice to give to a friend who does not THINK before acting. Write a few lines of advice in your column for your reader's friend.

EXAMPLE

Dear Friend of My Reader,

Look before you leap.
Think about it!

____
(Signature of Columnist)



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 58: I THINK ABOUT MY CHOICES.

From memory or from your notes, complete the four words of the acronym and the definitions of the "S" and "T."

S =
T =
A =
R =

II. REVIEW: Discuss this question/statement with the class.

What is a question you ask yourself when you STOP to THINK?

III. LESSON: To encourage students to THINK about their alternatives.

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the notebook assignment and correct it by referring to yesterday's notes.
C. Have students answer the following questions:

1. If you go to the ice cream store to get ice cream, what are your alternatives?
   Possible Answers: Buy a cone, a sundae, or a banana split.
   Buy nothing.
   Buy a new flavor.

2. If the teacher asks a question and you know the answer, what are the alternatives that would make you more successful? less successful?
   Possible Answers: Raise my hand and wait to be called on.
   Blurt out the answer.
   Not responding at all.

IV. ENHANCEMENT ACTIVITY: Think Tank

Read to the students:

Imagine that you have been put in a "Think Tank" (a room for serious thinking). Pretend that you will not be let out of the "Think Tank" until you have a positive alternative for each situation presented. Best of luck to you.

WHAT IS A POSITIVE ALTERNATIVE TO...

1. Shouting out answers in class? (Raising my hand)
2. Stealing ice cream money from a locker? (Earning the money)
3. Picking on someone younger? (Being friendly)
4. Riding a bike on campus? (Playing basketball)
5. Using vulgar language? (Learning new words)
6. Not having class materials? (Being prepared)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 59: I THINK ABOUT MY CHOICES.

I THINK about my alternatives by writing them on paper, going over them in my mind, discussing them with a friend, or ____________
____.

II. REVIEW: Discuss this question/statement with the class.

What are some positive alternatives to the following problem?

PROBLEM: I can't run very many laps in P.E. class.

Alternatives:

1. Try to run a little bit farther each day.
2. Ask my friend to help me build confidence.
3. Eat a more balanced diet.
4.
5.

III. LESSON: To help students identify strategies for THINKING.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment by adding to it.

Possible Strategies:

1. Seeking advice from an adult
2. Asking myself questions
3. Reading about other people's choices
4. Sleeping on it

C. List the student responses on the board for students to copy.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 60: I ACT RESPONSIBLY.

My behavior is what I do or think. Behavior is the action.

Every behavior has a consequence. Consequence is the positive or negative result of an action or behavior.

II. REVIEW: Discuss this question/statement with the class.

What strategies do you use to think about your alternatives?

III. LESSON: To introduce the words "behavior" and "consequence." (This vocabulary comprehension is needed for tomorrow's lesson.)

A. Read the notebook entry to the students and have them copy it.

B. Have students give examples of what a consequence is by using if-then statements.

Possible Answers:

1. If you hit a piece of glass with a hammer, then the glass will break.
2. If you fall in the water, then you get wet.
3. If you are friendly to people, then they may be friendly to you.

IV. ENHANCEMENT ACTIVITY: Discussion

Students will name one positive and one negative consequence for each of the following behaviors:

1. A student tries out for the basketball team.
2. A student studies hard for a test.
3. A student holds the door open for a teacher.
4. A student makes friends with a lonely, shy classmate.
5. A student does chores Saturday instead of going out with friends.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 61: I ACT RESPONSIBLY.

To avoid behaviors that make it harder for me to be successful, I can

S
T
A = ACT. I act responsibly by considering the alternatives and
R consequences of my actions.

II. REVIEW: Discuss this question/statement with the class.

What does the word "behavior" mean?
What does the word "consequence" mean?

III. LESSON: To introduce "A=ACT," the third step in the decision-making process.

A. Read the notebook entry to the students and have them copy it.
B. Read to the students:
What acronym can you create from the words - I AM CHOOSING TO? The answer is I ACT. This acronym can remind you that no one can force us to act in a particular way. Even if we are unaware that we choose an action, we are still responsible for it.

Remember:
I Am Choosing To be on time.
I Am Choosing To be late.
I Am Choosing To study.
I Am Choosing To goof off.
I Am Choosing To behave in a particular way.

IV. ENHANCEMENT ACTIVITY: School Assembly

Students will list behaviors they have observed in a school assembly or meeting. They will name one positive and one negative consequence for each behavior.

EXAMPLE

BEHAVIOR	Talking to friends.	Pushing someone.	Listening to speaker.
POSSIBLE POSITIVE CONSEQUENCE	Enjoy yourself.	Friends cheer.	Learn something.
POSSIBLE NEGATIVE CONSEQUENCE	Get in trouble.	Someone is injured.	Get bored.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 62: I ACT RESPONSIBLY.

From memory or your notes, complete the four words and definitions of the "S," "T," and "A."

S =
T =
A =
R =

At home (I ACT) I Am Choosing To ________________today.
At school (I ACT) I Am Choosing To ________________today.

II. REVIEW: Discuss this question/statement with the class.

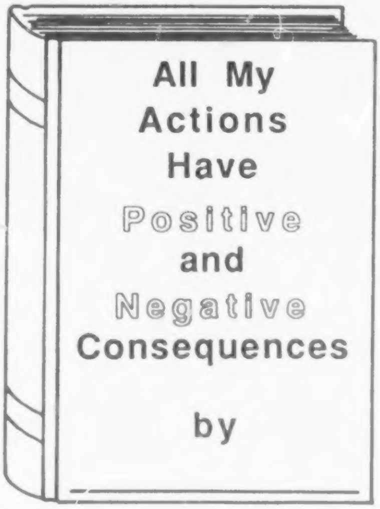
Explain how I ACT (I AM CHOOSING TO) holds you responsible for your actions.

III. LESSON: To encourage students to realize that they are responsible for their actions.

A. Read the notebook entry to the students and have them copy it.
B. Have the students complete the notebook assignment.

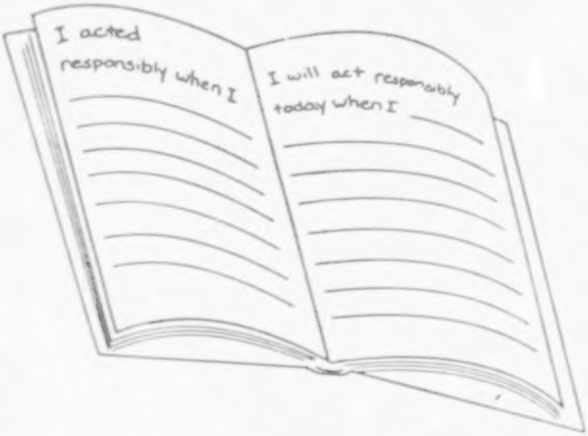
IV. ENHANCEMENT ACTIVITY: Book Cover

Students will design a book cover with the same title as shown below.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 63: I ACT RESPONSIBLY.


I acted responsibly when I
I will act responsibly today when I

II. REVIEW: Discuss this question/statement with the class.

How does thinking about consequences help you choose to ACT more responsibly?

III. LESSON: To teach students to apply the first three steps of the decision-making process (STOP, THINK, and ACT) to their own lives.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

> All of us have areas in our lives in which we can be more responsible. Thinking about times when you act responsibly will help guide your actions in these other problem areas.

C. Have students complete the notebook assignment.

(Have students share journal entries tomorrow.)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 64: I REVIEW MY ACTIONS.

Evaluate - to examine, to judge, or to look at in order to determine the effect or value of my behavior.

II. REVIEW: Discuss this question/statement with the class.

What did you write in your journal yesterday about how you acted responsibly?

III. LESSON: To introduce the word "evaluate." (Vocabulary comprehension is needed for tomorrow's lesson.)

A. Read the notebook entry to the students and have them copy it.

B. Have the students list job titles of people who evaluate.

Possible Answers:

Movie critic
Teacher
Engineer
Judge
Factory inspector
College admissions officer

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 65: I REVIEW MY ACTIONS.

To avoid behaviors in the classroom that make it harder for me to be successful, I can

S
T
A
R= REVIEW. I review my actions to evaluate if they got me closer to or further from my goals.

II. REVIEW: Discuss this question/statement with the class.

Define the word "evaluate."

III. LESSON: To introduce "R = Review," the final step in the decision-making process.

A. Read the notebook entry to the students and have them copy it.
B. Read to the students:

Imagine that you are members of a school improvement committee. You have been asked to review the following school problems and make recommendations to help students be more successful:

SCHOOL IMPROVEMENT COMMITTEE

Sample Problem: Students are getting low grades on spelling tests.

Review of the Action: WHY DO WE HAVE THIS PROBLEM?

1. Students are not studying.
2. Students lose the spelling list.
3. Students don't care.

Alternative Actions: WHAT CAN WE DO ABOUT THE PROBLEM?
Students can put the spelling list in their notebook.

Problem A: Students are arriving late to class.
Review of the Action: WHY DO WE HAVE THIS PROBLEM?
Alternative Actions: WHAT CAN WE DO ABOUT THIS PROBLEM?

Problem B: Students are not friendly toward each other.
Review of the Action: WHY DO WE HAVE THIS PROBLEM?
Alternative Action: WHAT CAN WE DO ABOUT THIS PROBLEM?

CLOSE WITH A POSITIVE STATEMENT.

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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 66: I REVIEW MY ACTIONS.

From memory or your notes, complete the four words and definitions of the acronym.

S=
T=
A=
R=

II. REVIEW: Discuss this question/statement with the class.

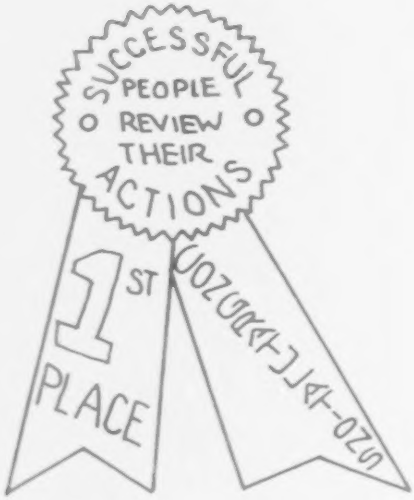
What does REVIEW in the STAR process mean to you?

III. LESSON: To encourage students to REVIEW their actions in order to evaluate their behavior.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the assignment.

C. Have students create a 1st-place ribbon for themselves as a reminder that successful people REVIEW their actions.



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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 67: I REVIEW MY ACTIONS.

I REVIEW my actions by questioning and/or talking about them.

II. REVIEW: Discuss this question/statement with the class.

Tell about one action you took yesterday that you remembered to review.

(If students are having trouble coming up with an answer today, please discuss the following with them: The reason it is difficult to think about a time when we reviewed our actions is because we forget about the STAR process. STAR helps us remember to review.)

III. LESSON: To teach students to apply all four steps of the decision-making process (STOP, THINK, ACT, and REVIEW) to their own lives.

A. Read the notebook entry to the students and have them copy it.
B. Have the class use the STAR process to reach a decision on the following situation:

You went to the store with your friends yesterday. They shoplifted $2 worth of candy and didn't get caught. What should you do?

Remember that there are many possible answers for each step of the decision-making process.

EXAMPLE

STOP = Take a deep breath and remember what happened.
THINK = Think about or make a list of all my alternatives.
ACT = Decide not to go to the store with these friends again.
REVIEW = Evaluate my actions so far and mentally reward myself for making an appropriate decision.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 68: I REVIEW BEFORE A QUIZ.

As a result of the lessons on STAR, I have learned the following:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

II. REVIEW

Is there any information in Unit V that you would like clarified before your quiz tomorrow? (Spend as much time as students need on this section.)

III. LESSON: To allow time for students to prepare for the quiz on STAR.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Tomorrow you will be taking a quiz on the information we have discussed in Unit V. Is there any information that you would like clarified (made clear) before your quiz? (Spend as much time as needed on this section.)

If you have been absent, raise your hand, and I will assign a student to help you with the lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

C. Have students complete the notebook assignment by looking over their notes in Unit V.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 69: I AM A STAR.

QUIZ

PART A

S = ______________________________

T = ______________________________

A = ______________________________

R = ______________________________

PART B

1. "Oh, that would have been a better choice!" __________
2. "I could do this, but I prefer my first choice." __________
3. "This is a tough situation. I need to calm myself first. ____
4. "I'm on my way to the movies." __________

II. REVIEW: None for today.

III. LESSON: To check student understanding of Unit V through testing.

A. Read the notebook entry to the students and have them copy it.

B. Read the quiz instructions to the students:

PART A: Fill in the words and definitions for the acronym STAR.

PART B: Fill in the appropriate STAR term that represents a stage of the decision-making process.

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 70: I REVIEW MY WORK.

The STAR decision-making process will be useful for a lifetime.

II. REVIEW: None for today.

III. LESSON: To review and have the students correct their quizzes.

Have students ask for clarification of problem areas as they correct their quizzes.

(ANSWER KEY)

PART A

S = STOP I stop to give myself time to think before I choose an action or behavior.

T = THINK I think to become aware of my choices or alternatives.

A = ACT I act responsibly by considering the alternatives and consequences of my actions.

R = REVIEW I review my actions to evaluate if they got me closer to or further from my goals.

PART B

1. "Oh, that would have been a better choice!" REVIEW
2. "I could do this, but I prefer my first choice." THINK
3. "This is a tough situation. I need to calm myself first." STOP
4. "I'm on my way to the movies." ACT

CLOSE WITH A POSITIVE STATEMENT.

UNIT VI

GOALS

UNIT GOAL: To teach students the importance of setting long-term and short-term goals.

DAY 71: Introduce long-term and short-term goals. (See Appendix.)

DAY 72: Introduce lifetime goals.

DAY 73: Relate STAR to goals.

DAY 74: Teach importance of an action plan for a goal.

DAY 75: List excuses for not writing goals.

DAY 76: List benefits of writing goals. (See Appendix.)

DAY 77: Encourage students to write goals. (See Appendix.)

DAY 78: Teach that goals are written in positive language.

DAY 79: Introduce yearly goals.

DAY 80: Teach writing of a yearly goal statement.

DAY 81: Encourage writing of yearly goals. (See Appendix.)

DAY 82: Teach students how to review a goal.

DAY 83: Introduce monthly goals.

DAY 84: Teach that goals are commitments. (See Appendix.)

DAY 85: Teach students to mentally picture action steps.

DAY 86: Introduce weekly goals. (See Appendix.)

DAY 87: Teach students that goals can change. (See Appendix.)

DAY 88: Introduce daily goals.

DAY 89 Teach students to mentally picture action steps.

DAY 90: Review Day

DAY 91: Quiz/Correcting Day

DAY 92: Review Day on first half of SUCCESS program

DAY 93: TEST/Correcting Day

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 71: I SET GOALS.

Successful people use goals as a personal road map to guide them where they want to go. Without setting goals, we might never realize our dreams.

Long term goals are lifetime and yearly results I want. Short term goals are monthly, weekly, and daily results I want.

II. REVIEW: Discuss this question/statement with the class.

Successful people evaluate their progress in all areas of their lives. Can you share a time during the last few weeks that you were able to use the STAR decision-making process at home, in school, or in some other part of your life?

III. LESSON: To introduce the concept of long term and short term goals.

A. Read to the students:
In Unit V you learned the decision-making process called STAR. Now, this STOP, THINK, ACT, AND REVIEW process will assist you as you learn about success through goal setting.

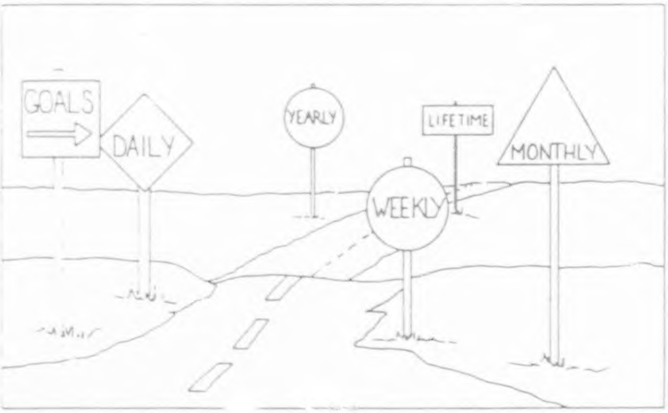
B. Have students discuss the notebook entry.

IV. ENHANCEMENT ACTIVITY: Road Signs

Students will copy the following road signs.

(Graphic available in appendix.)

EXAMPLE



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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 72: I SET LIFETIME GOALS.

A lifetime goal is a result that I want sometime in the future, usually at least several years away. Successful people write their lifetime goals.

LIFETIME GOAL (The result I want):

II. REVIEW: Discuss this question/statement with the class.

Name the 2 categories of long term goals and the 3 categories of short term goals you learned yesterday.

III. LESSON: To introduce the concept of setting lifetime goals.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

You wrote some of your dreams for the future on Day 41 when we looked at the John Goddard Challenge List. Look back at that page and select one lifetime dream, challenge, or goal that you wrote.

(Students will share answers tomorrow.)

Possible Answers:

To travel around the world.
To marry and have two children.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 73: I STOP TO THINK ABOUT MY GOALS.

I SET GOALS WITH THE STAR PROCESS.

STOP - To relax and calm myself so I can think clearly.
THINK - To listen to myself about what other people and I want and need.
ACT - To choose what I will do.
REVIEW - To question my actions and re-evaluate my goals.

II. REVIEW: Discuss this question/statement with the class.

Share a lifetime goal with the class.

III. LESSON: To relate the STAR process to setting lifetime goals.

A. Read the notebook entry to the students and have them copy it.

B. Have the students discuss how the STAR process can be used in setting goals.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 74: I HAVE AN ACTION PLAN FOR MY LIFETIME GOAL.

LIFETIME GOAL (The result I want): ______________________________

____

ACTION STEPS I will take to accomplish my goal:

1. ____
2. ____
3. ____
4. ____

II. REVIEW: To discuss this question/statement with the class.

How would you use the STAR process in setting goals?

III. LESSON: To teach students to think of an action plan for their lifetime goal.

A. Read the notebook entry to the students and have them copy it.
B. Have students copy their lifetime goal from DAY 72 and fill in a plan of action for accomplishing it.

EXAMPLE

LIFETIME GOAL (The result I want): To travel around the world.

ACTION STEPS I will take to accomplish my goal:

1. I can get posters of countries for my room from a travel agency.
2. I will save money for travel.
3. I will read about all the countries of the world I would like to see.
4. I can learn about jobs that allow me to travel.

C. Announce to the class:

We will take time to reflect on this lifetime goal on Day 150 of the Success program.

CLOSE WITH A POSITIVE STATEMENT.

I. **NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.**

DAY 75: I WRITE MY GOALS.

COMMON REASONS FOR NOT WRITING GOALS

1. It takes too much time.
2.
3.
4.
5.
6.
7.

II. REVIEW: Discuss this question/statement with the class.

What lifetime goal and action plan did you write yesterday?

III. LESSON: To list some of the excuses people give for not writing their goals.

A. Read the notebook entry to the students and have them copy it.

B. Have students generate a list of reasons why people don't write their goals. Make a list on the board or overhead for students to copy. Try to include all of the reasons listed below.

COMMON REASONS FOR NOT WRITING GOALS

1. I don't know how to write goals.
2. I don't need to write them.
3. It's not that important.
4. It's not urgent. I'll do it later.
5. If I write a goal and fail, I will feel bad.
6. The goal is too hard for me.

IV. ENHANCEMENT ACTIVITY: Chorus

Students will recite in unison or copy and comment on the following phrase as it relates to lack of writing goals:

EXCUSES...........EXCUSES............EXCUSES!!!

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 76: I WRITE MY GOALS.

REASONS FOR WRITING GOALS

1. Writing goals helps me see clearly what I want and what actions I need to take to achieve success.
2.
3.
4.
5.

II. REVIEW: Discuss this question/statement with the class.

What is an excuse people give for NOT writing their goals.

III. LESSON: To teach students why it is important to take the time to write their goals.

A. Read the notebook entry to the students and have them copy it.
B. Have students generate and copy a list for the board about the benefits of writing goals.

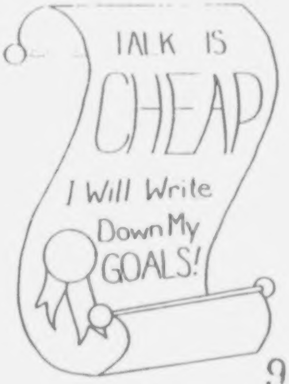
REASONS FOR WRITING GOALS

1. Writing goals leads to better use of time because it improves decision-making.
2. Writing goals makes them clear and gives me a better sense of direction and purpose.
3. Writing goals helps me become aware of priorities and deadlines or due dates.
4. Writing goals helps me keep promises I make to myself and others.

IV. ENHANCEMENT ACTIVITY: Scroll

Students will draw a scroll and fill in the following words:

(Blank scroll is available in appendix.)



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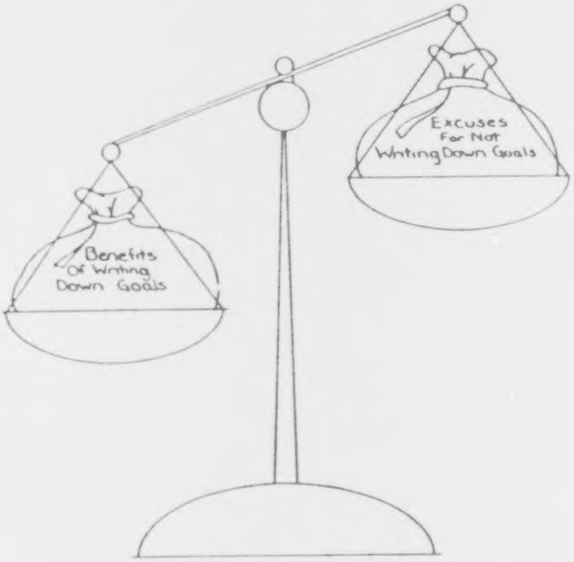
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 77: I WRITE MY GOALS.

The benefits of writing goals far outweigh the excuses.


Excuses For Not Writing Down Goals
Benefits Of Writing Down Goals

(Blank scale available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

What are some benefits of writing goals?

III. LESSON: To reinforce that the benefits for writing goals far outweigh the excuses.

A. Read the notebook entry to the students and have them copy it.
B. Have students draw a scale and copy the phrases onto it.
C. Have students list the benefits and excuses on the appropriate side of the scale.

NOTE: On Day 80 you will be doing a time capsule. There is a graphic for the time capsule in the appendix. You may want to make copies or an overhead of it prior to Day 81.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 78: I SET POSITIVE GOALS.

Goals should be written in positive, rather than negative, language.

	Negative Language	Positive Language
1.	I will not be late.	I will get to class on time.
2.	I will not distract my classmates.	I will be responsible for good behavior in class.
3.	I will not be absent.	I will ____________________
4.	I will not forget to do my homework.	I will ____________________
5.	I will not forget to do my chores.	I will ____________________

II. REVIEW: Discuss this question/statement with the class.

How do you personally feel about writing your goals?

III LESSON: To introduce the concept that goals are to be written in positive, rather than negative, language.

A. Read the notebook entry to the students and have them copy it.
B. Have students complete the chart.

Answers:

3. I will come to school every day.
4. I will do my homework.
5. I will do my chores on time.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 79: I SET YEARLY GOALS.

A yearly goal is a result that I want this school year. It may be related to my lifetime goal. Some yearly goals may be about personal characteristics I want to improve.

The characteristic I plan to work on this year is ______________.

II. REVIEW: Discuss this question/statement with the class.

What is an example of a goal stated in negative and positive language?

III. LESSON: To introduce the concept of setting yearly goals.

A. Read the notebook entry to the students and have them copy it.
B. Slowly read the following list of personal characteristics to the students, defining any words that seem difficult:

PERSONAL CHARACTERISTICS

1. Confident
2. Responsible
3. Punctual
4. Friendly
5. Polite
6. Prepared
7. Honest
8. Trustworthy
9. Self-disciplined
10. Cooperative
11. Imaginative
12. Positive
13. Humorous
14. Persistent
15. Organized

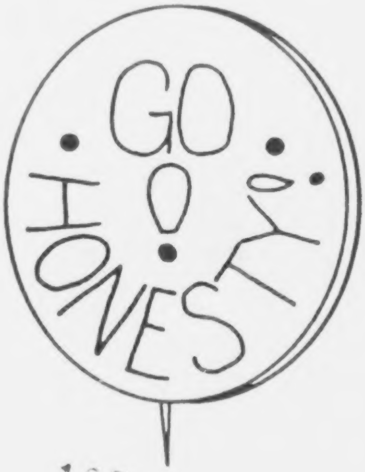
C. Have students complete the notebook assignment.

IV. ENHANCEMENT ACTIVITY: LAPEL BUTTON

Students will create a lapel button with a saying on it about the characteristic they are choosing to work on this year.

Additional Ideas:

Go Honesty!
On-Time Delivery
Be Prepared
Humor, Inc.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 80: I SET YEARLY GOALS.

YEARLY GOAL (The result I want): ______________________________
ACTION STEPS I will take to accomplish my goal:

1. ____

2. ____

3. ____

II. REVIEW: Discuss this question/statement with the class.

What is the characteristic you plan to work on this year?

III. LESSON: To introduce the concept of setting a yearly goal, which includes STOPPING to THINK about a plan of ACTION.

A. STOP a moment to THINK carefully about what you write today because you will be copying your work over tomorrow on a time capsule and sealing it in an envelope until Day 150.

B. Read the notebook entry to the students and have them copy it.

C. Have the students complete the notebook assignment by writing a goal about the personal characteristic they decided to work on this school year. Have them add the ACTION steps they are willing to take to accomplish the goal.

EXAMPLE

YEARLY GOAL: I will work on being more friendly.

ACTION STEPS: 1. I will smile more.

2. I will introduce myself to new students.

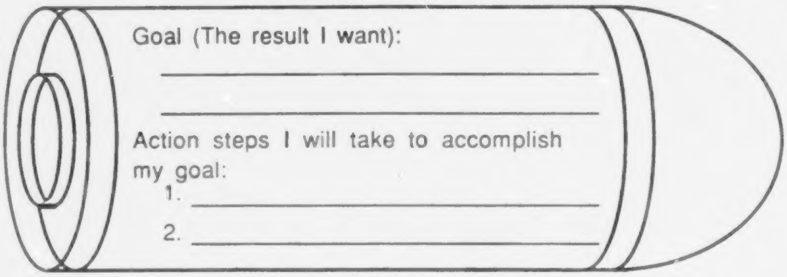
3. I will offer to help people more.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 81: I HAVE A GOAL FOR THIS SCHOOL YEAR.

MY YEARLY GOAL



Goal (The result I want):

____

____

Action steps I will take to accomplish my goal:

1. __________________________
2. __________________________

(Blank time capsule available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

What goal did you set? Name one action step for accomplishing your goal.

III. LESSON: To write a yearly goal and action plan on a time capsule that will remain sealed in an envelope until Day 150 of the program.

A. Distribute time capsule graphic or a sheet of loose leaf paper to each student. (Students may use paper from their notebooks.)
B. Have students copy yesterday's goal information onto the time capsule or the blank paper.
C. Have students turn in their time capsule marked clearly with their name.
D. Seal all the time capsules in one envelope until Day 150 of the program.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 82: I REVIEW MY GOALS.

I will REVIEW my yearly goal on Day 150 by marking one of the following Review Statements:

1. I was successful in achieving my goal. _______
2. I was partially successful in achieving my goal. _______
3. I was unsuccessful in achieving my goal. _______
4. I chose to change my goal. _______
5. I forgot about my goal. _______

II. REVIEW: Discuss this question/statement with the class.

Why do you think you will be successful by Day 150 in accomplishing your time capsule goal?

Possible Answers:

1. Because I wrote it down.
2. Because I want to remember it.
3. Because I plan to work on it every day.

III. LESSON: To teach students how to REVIEW progress toward accomplishing a goal.

A. Read the notebook entry to the students and have them copy it.
B. Have the students discuss the REVIEW STATEMENTS to check for understanding.
C. Read to the students:

"Picturing My Success"
(Through Compliments)

Read to students:

Imagine the compliments you will receive from yourself and others on Day 150 after you have successfully completed your yearly goal. This exercise is called "Picturing My Success" because it helps you picture, in advance, what success will be like.

List two compliments you will receive on Day 150 after you have successfully completed your goal.

1.
2.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 83: I SET MONTHLY GOALS.

A monthly goal is a result I want within approximately 30 days. It may be related to my lifetime or yearly goals.

MONTHLY GOAL: ______________________________

ACTION STEPS: 1. __________________________

2. __________________________

3. __________________________

II. REVIEW: Discuss this question/statement with the class.

What is one of the review statements you wrote yesterday?

III. LESSON: To introduce the concept of setting monthly goals, which includes STOPPING to THINK about a plan of ACTION.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Think carefully about what you write today because you will be copying your work over tomorrow on a postcard to be delivered to one of your teachers.

C. Have students write a monthly goal relating to a particular class for a particular teacher and the three action steps they are willing to take to accomplish the goal.

EXAMPLE

MONTHLY GOAL: I will complete a science project one day earlier than you expected.

ACTION STEPS:

1. I will go to the school library today for information.
2. I will gather all my supplies this weekend.
3. I will go to the city library next Tuesday.

NOTE: Tomorrow you will be doing a postcard lesson. There is a graphic in the appendix.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 84: I TAKE ACTIONS ON MY GOALS.

Dear ____________________

I will ______________________________

____

____

Signed ____________________

P.S. I will take the following 3 actions steps to accomplish my goal:

1. ______________________________
2. ______________________________
3. ______________________________

(Blank postcard available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

What goal and action steps did you write yesterday?

III. LESSON: To help students understand that goals and action steps are commitments to themselves and others.

A. Distribute the postcard graphic, a sheet of unlined paper, or a 3X5 card to each student. (Students may use paper from their notebooks.)

B. Have students copy yesterday's goal information onto the postcard or blank paper. Tell them to be as neat as possible since the postcards will be delivered to the appropriate teachers.

C. Give instructions as to how the postcards are to be delivered: by students, by homeroom teacher, by class monitor.

D. Announce to the class:

I will remind you in a month to look back at your goal. Best of luck.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 85: I REVIEW MY GOALS.

TELEGRAM DAY __________

Dear ________________________,

____

____

____
(Teacher's Signature)

II. REVIEW: Discuss this question/statement with the class.

Why do you think you will be successful by Day 104 in accomplishing your monthly goal?

III. LESSON: To remind students that the REVIEW step of the STAR process is very important in setting goals.

A. Read the notebook entry to the students and have them copy it.
B. Read to the students:

"PICTURING MY SUCCESS"

A TELEGRAM

Imagine a telegram you could receive from your teacher after you have successfully completed your monthly goal. This exercise is called "Picturing My Success" because it helps you picture, in advance, what success will be like.

Have students write an imaginary telegram they will receive on Day 104 from their teacher congratulating them on the accomplishment of their monthly goal.

EXAMPLE

DAY 104

Dear ________________,

Congratulations! You were
successful in completing a great
science project one day early.

Good Show!

____
(Teacher's Signature)

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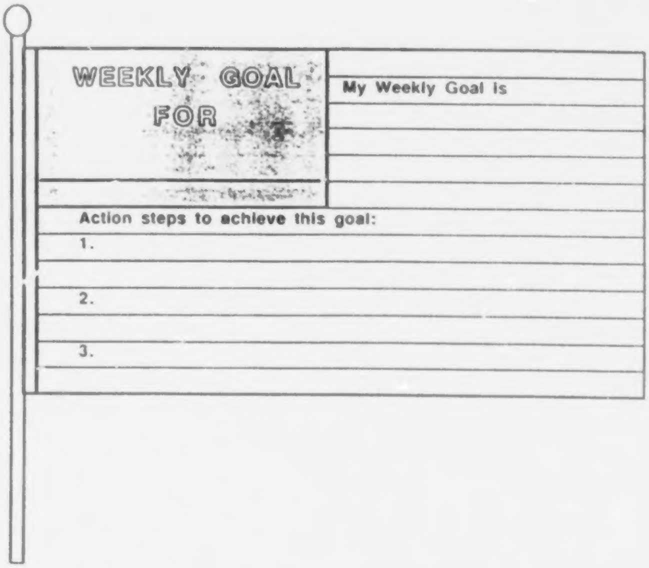
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 86: I SET WEEKLY GOALS.

A weekly goal is a result that I want within seven days. It may be related to my monthly, yearly, or lifetime goals.



(Blank flag available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

Why do we work at picturing our success?

III. LESSON: To introduce the concept of a setting weekly goals, which includes STOPPING to THINK about a plan of ACTION.

A. Read the notebook entry to the students and have them copy it or distribute a flag graphic to each student.
B. Have students complete the notebook assignment.

EXAMPLE

WEEKLY GOAL (The result I want): To visit my grandmother this week.

ACTION STEPS I WILL TAKE TO ACCOMPLISH MY GOAL:

1. I will get permission from my parents to visit on Thursday.
2. I will call Grandmother to ask her if I can come over on Thursday.
3. I will tell my friends I'm not available Thursday after school.

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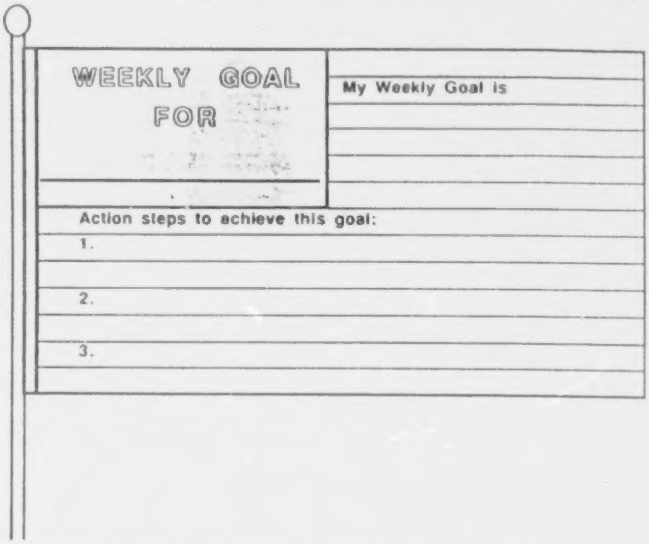
CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 87: I CAN CHANGE MY GOALS.

I feel a sense of personal strength when I realize I can change my goals.

FLAG II



II. REVIEW: Discuss this question/statement with the class.

Why do we need to have an action plan when we write a goal?

III. LESSON: To teach the students that goals can change.

A. Read the notebook entry to the students and have them copy it or distribute a flag graphic to each student.
B. Have students complete the notebook assignment by making at least one change on yesterday's goal or action steps.

EXAMPLE

WEEKLY GOAL (The result I want): To cheer my grandmother up this week, even though I can't visit her.

ACTION STEPS I WILL TAKE TO ACCOMPLISH MY GOAL:

1. I will call my grandmother to check on her.

2. I will ask my sister if she has time to call Grandmother.

3. I will make a card for my grandmother and mail it today.

C. Announce to the class:

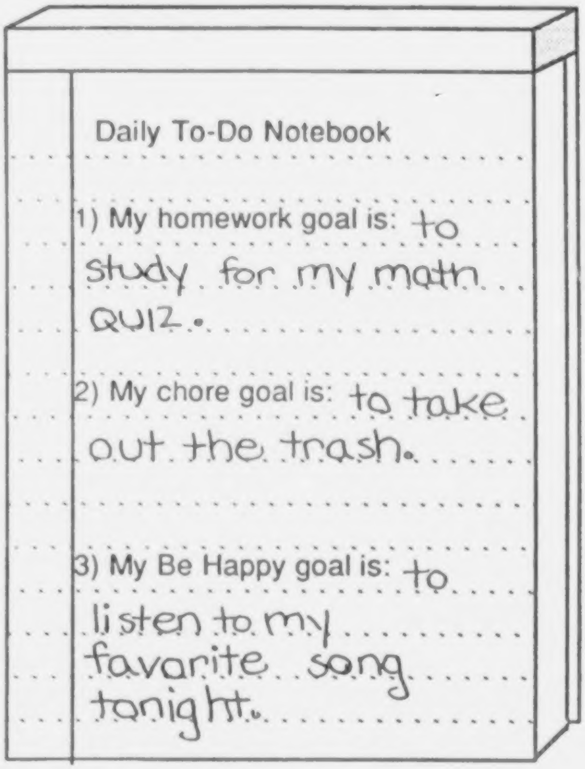
I will remind you in a week to check your goal: Was it completed, ignored, or changed?

I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 88: I SET DAILY GOALS.

A daily goal is a result that I want in 24 hours. It may be related to my weekly, monthly, yearly, or lifetime goals.

Note: Although answers have been filled in for teacher use, do not write the answers on the board.



Daily To-Do Notebook

1) My homework goal is: to study for my math quiz.

2) My chore goal is: to take out the trash.

3) My Be Happy goal is: to listen to my favorite song tonight.

II. **REVIEW:** Discuss this question/statement with the class.

Why are we allowed to change our goals?

III. **LESSON:** To introduce the concept of setting daily goals.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students and have them copy the following:

Have students fill in one answer for each category. Tell the students to carefully select their goals since they will be reminded tomorrow to review them.

(If time allows, have students share their entries.)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 89: I CAN PICTURE MY SUCCESS.

I can help myself get started on my action steps by having a mental picture in my mind of what I want or need to do.

II. REVIEW: Discuss this question/statement with the class.

What items in yesterday's daily-to-do notebook did you successfully complete?

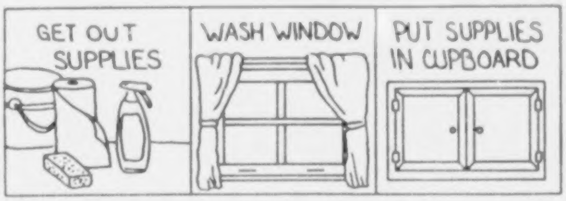
III. LESSON: To teach students to picture the action steps of the goals they want to accomplish.

A. Read the notebook entry to the students and have them copy it.
B. Have students write a daily goal.

Example: I will clean my bedroom window today.

C. Have students draw three boxes and sketch an action step in each box that will help them reach their goal. Tell the students they might want to close their eyes for a minute to get a clear picture of their plan of action.

EXAMPLE



IV. ENHANCEMENT ACTIVITY: Message Machine

Students will write a message they could leave on their friend's answer machine. The message will concern one goal and one action step that they have set for the next day. (This activity will reinforce the idea that stating goals to others helps us stay on track.)

EXAMPLE

Ring...Ring...

"Hi, Nicole. This is Stephanie. Just wanted to let you know that my goal for the next 24 hours is to participate in a class discussion today by eagerly raising my hand. I'll let you know how I did. Bye for now."

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 90: I REVIEW BEFORE A QUIZ.

As a result of the lessons on setting goals, I have learned the following:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

II. REVIEW: Discuss this question/statement with the class.

Were you successful or unsuccessful in completing your weekly goal from Day 87?

III. LESSON: To allow time for students to prepare for the quiz on goals.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Tomorrow you will be taking a quiz on the information we have discussed in Unit VI. Is there any information that you would like clarified before your quiz? (Spend as much time as needed on this section.)

If you have been absent, raise your hand, and I will assign a student to help you with lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

C. Have the students complete the notebook assignment by looking over their notes in Unit VI.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 91: I AM A SUCCESS.

TRUE/FALSE QUIZ

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

II. REVIEW: None for today.

III. LESSON: To check student understanding of Unit VI by testing and to clarify problem areas by correcting the quiz.

A. Have students number from 1-10 and carefully answer the following True/False statements that you read aloud:

TRUE/FALSE QUIZ

(Answer Key)

(T)_____ 1. The two types of goals are long term and short term.

(F)_____ 2. Long term goals are daily goals.

(T)_____ 3. Goals should be written in positive language.

(F)_____ 4. Goals can never change.

(F)_____ 5. Setting goals does not help me picture where I am going.

(T)_____ 6. I stop and think about my goals before I set them.

(F)_____ 7. I never review my goals.

(T)_____ 8. To achieve my goals, I write an action plan.

(T)_____ 9. People make excuses for not writing their goals.

(T)_____ 10. I feel better about myself when I accomplish a goal.

B. Have students correct their quizzes as you read the answers aloud.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 92: I REVIEW BEFORE A TEST.

As a result of the How to Be Successful program, I have learned the following:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

II. REVIEW: None for today.

III. LESSON: To allow time for students to prepare for the test on the first half of the How To Be Successful program.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

Tomorrow you will be taking a test on the first half of the How to Be Successful program. Is there any information that you would like clarified before your test? (Spend as much time as needed on this section.)

PAY PARTICULAR ATTENTION TO THE TWELVE STEPS AND THE STAR PROCESS.

C. Have the students complete the notebook assignment by looking over their entire notebook.

CLOSE WITH A POSITIVE STATEMENT.

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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 93: I AM A SUCCESS.

Test Instructions:

1. List the Twelve Steps to Success.
2. List the words for the acronym STAR.

II. REVIEW: None for today.

III. LESSON: To check student understanding of the first half of the How to Be Successful program.

A. Read the notebook entry to the students and have them copy it.

B. When students have had sufficient time to complete the two lists, go over the answers with the class.

IV. ENHANCEMENT ACTIVITY: Extra Credit

Define the word "self-image." (Answer: Self-image is the mental picture that people have of themselves.)

CLOSE WITH A POSITIVE STATEMENT.

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UNIT VII

ONE STEP AT A TIME

UNIT GOAL: To teach students that successful people reach their goals one step at a time.

DAY 94: Discuss the term "personal responsibility."

DAY 95: Introduce idea of reaching goals one step at a time.

DAY 96: Encourage students with examples of small steps.

DAY 97: Remember that success in reading happens in small steps.

DAY 98: Develop the skill of breaking problems into small steps.

DAY 99: List three steps to working smarter, not harder.

DAY 100: Introduce Daily-to-do lists.

DAY 101: Teach how to review a Daily-to-do list. (See Appendix.)

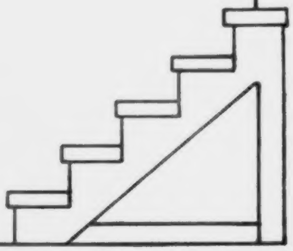
DAY 102: Discuss how students spend their time. (See Appendix.)

DAY 103: Discuss how to manage time responsibly.

DAY 104: Define the word "priorities." (See Appendix.)

DAY 105: Teach how to review priorities.

DAY 106: Quiz Day



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 94: I AM RESPONSIBLE FOR MYSELF.

Personal Responsibility - my promise to myself to be able
- my pledge to be the best I can be

Personal=self Respond=promise/pledge Ability=to be able

II. REVIEW: Discuss this question/statement with the class.

Share a time during the last few weeks when you were able to use the STAR decision-making process to make a decision about something you believed in or something you felt was important.

III. LESSON: To familiarize the students with the term "personal responsibility."

A. Read to the students:

In the second half of the SUCCESS program, I will be stressing the term "personal responsibility." For example, we are personally responsible for our health and happiness; we are responsible to try to make sound decisions; and we are responsible for being prepared and at school on time. In this unit you will learn about the importance of breaking your action plan into very small steps. You will learn to make daily-to-do lists in order to be responsible for your success.

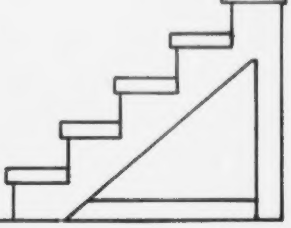
B. Read the notebook entry to the students and have them copy it.

C. Have the students name something they are responsible for. Make sure the students answer in complete sentences.

Possible Answers:

I am responsible for my grades in school.
I am responsible for developing my talents and skills.
I am responsible for completing my chores.
I am responsible for standing up for what I believe in.

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 95: I ACT RESPONSIBLY BY TAKING ONE STEP AT A TIME.

1. A gold miner gets gold out of the mountain one_____ at a time.
2. A writer writes a book one _____ at a time.
3. A runner runs a race one _____ at a time.
4. A computer programmer programs one _____ at a time.

II. REVIEW: Discuss this question/statement with the class.

What does the term "personal responsibility" mean to you?

III. LESSON. To introduce the idea that successful people reach their goals by taking one step at a time.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

C. Read the answers to the students:

1. nugget, piece, shovelful
2. word, phrase, or sentence
3. step, lap, or mile
4. byte

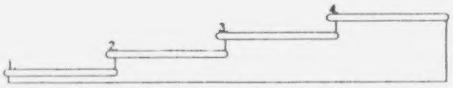
IV. ENHANCEMENT ACTIVITY: Dance Step

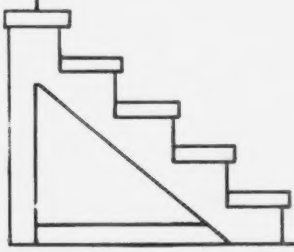
Read to the students:

If a person wanted to be an excellent dancer, what is one of the first things he/she should do? (Note: You may find it visually effective for the students if you record their answers on the board using a stair pattern to emphasize small steps.)

Possible Answers:

Get some music.
Find a place to practice.
Watch other dancers.
Ask questions.
Practice daily.
Take dance lessons.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 96: I SUCCEED BY TAKING ONE STEP AT A TIME.

1. Secretaries type reports one line at a time.
2. Mail carriers deliver letters one house at a time.
3. ______________________________ one _____ at a time.
4. ______________________________ one _____ at a time.

II. REVIEW: Discuss this question/statement with the class.

Refer to Day 83 to recall your monthly goal. Explain what feelings you have had when you tried to take big steps to accomplish your goal.
(Possible Answer: I got nervous, frustrated, and worried. I thought poorly of myself.)

III. LESSON: To encourage students to think of examples of how success is reached by taking one step at a time.

A. Read the notebook entry to the students and have them copy it.

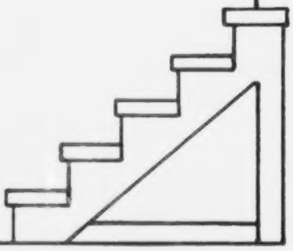
B. Have students complete the notebook assignment and share their answers with the class.

C. Have students give an example of a time when they worried over a project instead of taking small steps to complete it.

Possible Answers:

- when I needed to write a letter
- when I saved a homework assignment until the night before it was due
- when I wanted to start a hobby
- when I was supposed to wash the car
- when I was supposed to read a book and write a report

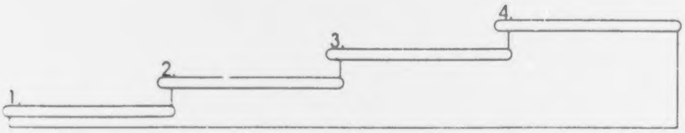
CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 97: I SUCCEED BY TAKING ONE STEP AT A TIME.

Four Small Steps That Can Be Taken To Be A Better Reader:



II. REVIEW: Discuss this question/statement with the class.

What are you going to do the next time you start worrying over a big project?

III. LESSON: To remember that success in reading happens in small steps.

A. Read the notebook entry to the students and have them copy it.

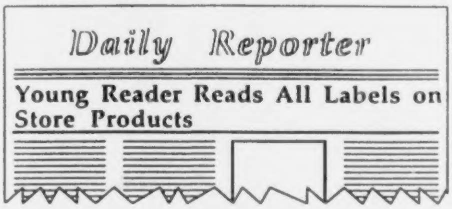
B. Read to the students:

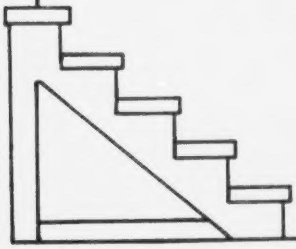
Kim wants to be a more successful reader, but she is discouraged. Complete the notebook assignment to give Kim four suggestions of small steps she can take to become a better reader. We will share answers tomorrow.

Possible Answers:

Read street signs.
Read to others who will listen.
Learn one new word each day.
Read for 5 minutes 3 times a day.
Read books on topics I find interesting.
Imagine myself reading successfully.
Pay attention to how many words I do know, rather than how many words I don't know.
Accept responsibility for learning to read.

IV. ENHANCEMENT ACTIVITY: Newspaper Headline
Students will write a newspaper headline that tells about one way to be a better reader.


Daily Reporter
Young Reader Reads All Labels on Store Products



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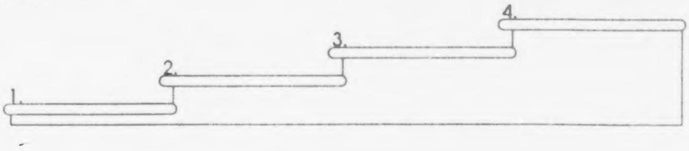
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 98: I SOLVE PROBLEMS ONE STEP AT A TIME.

Four Small Steps I Can Be Responsible To Take To Introduce Myself To Someone:



II. REVIEW: Discuss this question/statement with the class.

What small steps did you write yesterday as suggestions to help Kim become a better reader?

III. LESSON: To help students develop the skill of breaking problems into small steps.

A. Read the notebook entry to the students and have them copy it.

B. Read to the students:

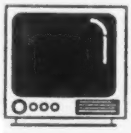
There is a person in your school whom you would like to get to know better. Complete the notebook assignment to give yourself suggestions of steps you can take to solve this problem. We will share answers tomorrow.

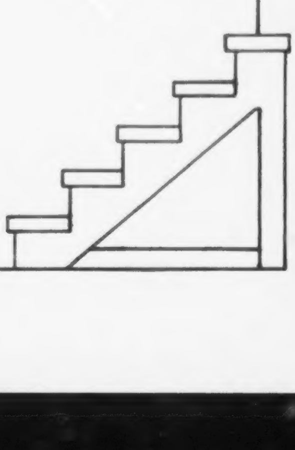
Possible Answers:

Smile.
Say, "Hello."
Introduce myself.
Tell the person something about myself.
Sit near the person at lunch.
Be helpful if the opportunity arises.
Be polite to the person.
Introduce the person to someone I know.
Include the person in an activity.

IV. ENHANCEMENT ACTIVITY: Television Interview

Students will outline and present a 30 second television interview to introduce a person in the room.

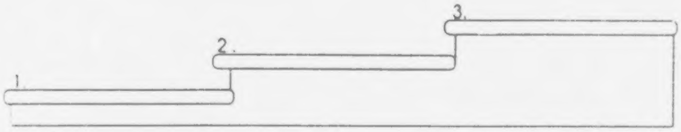




I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 99: I IMPROVE BY TAKING ONE STEP AT A TIME.

Three Steps I Can Take Today To Work Smarter, Not Harder:



II. REVIEW: Discuss this question/statement with the class.

What small steps did you write yesterday about how to meet someone you would like to get to know?

III. LESSON: To list three steps students can take to work smarter, not harder.

A. Read the notebook entry to the students and have them copy it.

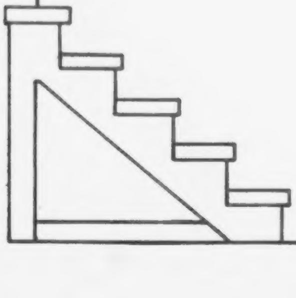
B. Have the students complete the notebook assignment, looking for small, achievable steps.

Possible Answers:

Complete today's homework.
Pay attention in class and do the assignments.
Ask one extra question.
Use one of the Twelve Steps to Success.
Use the STAR decision-making process.
Focus on my small successes.

(Students will share answers tomorrow.)

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 100: I PLAN MY STEPS ON A DAILY-TO-DO LIST.

DAILY-TO-DO LIST: Activities I Plan To Succeed At Today

1.
2.
3.

II. REVIEW: Discuss this question/statement with the class.

What small steps did you write yesterday about how to work smarter, not harder?

III. LESSON: To teach students that writing a daily-to-do list will help them achieve their goals.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment and share their answers with the class.

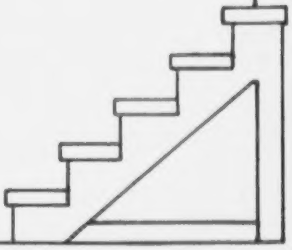
C. Read to the students:

The hardest part of any job is getting started. A daily-to-do list is an excellent way to help you get started.

Also, a daily-to-do list is really a list of daily goals. It helps you achieve your long term goals. Recall some of your long term goals from the last unit. Refer to Days 74, 80, & 83. (Wait for a minute while the students read over their goals.) Will the activities on your daily-to-do list help you achieve those goals?

Note: During the Enhancement Activity on Day 104, the students will be making Round TU-IT buttons out of paper. If your school owns a button-making machine, you may want to make a button for yourself to wear.

CLOSE WITH A POSITIVE STATEMENT.



I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 101: I ALWAYS REVIEW MY DAILY-TO-DO LIST.

Check List For Reviewing My Daily-to-do List

✓ 1. I put stars by the items I successfully completed and congratulate myself for my successes.
✓ 2. I reduce difficult goals to smaller steps.
✓ 3. I make a new daily-to-do list.
✓ 4. I check to see how my new daily-to-do list fits with my long term goals.

II. **REVIEW:** Discuss this question/statement with the class.

What is a daily-to-do list?

III. **LESSON:** To teach students how to review the goals they write on their daily-to-do list.

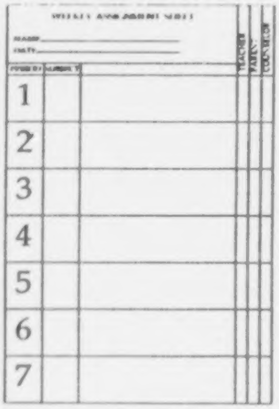
A. Read the notebook entry to the students and have them copy it.
B. Have students check yesterday's daily-to-do list by using the above check list. Discuss the process with them.
C. Announce to the class:

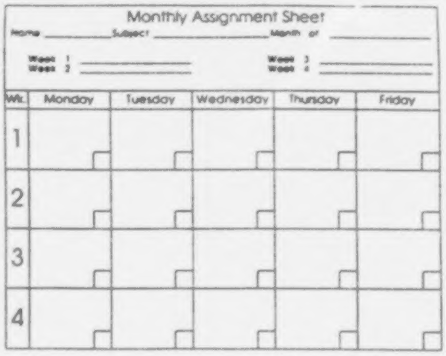
Beginning tomorrow, we will be writing a daily-to-do list every day and reviewing it the following day. Later in the program I will be encouraging you to bring a small (3x5) notebook, but for now you may use your SUCCESS program notebook for this exercise.

IV. **ENHANCEMENT ACTIVITY:** Handouts

Students will receive and be encouraged to complete the weekly and monthly assignment charts. They will discuss how successful people, like themselves, use charts and calendars to keep track of their plans.

(Sample handouts available in appendix.)





Monthly Assignment Sheet

Name ____________ Subject ____________ Month of ____________

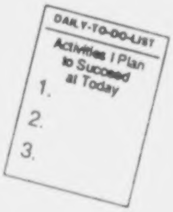
Week 1 ____________
Week 2 ____________
Week 3 ____________
Week 4 ____________

Wk.	Monday	Tuesday	Wednesday	Thursday	Friday
1	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 102: I MANAGE MY TIME RESPONSIBLY.

Note: Daily-to-do list graphics are available in the appendix. We suggest, however, that it will be easier to have the students work in their Success notebooks at this time. We will be discussing the graphics later.


DAILY-TO-DO-LIST
Activities I Plan to Succeed at Today
1.
2.
3.

24 Hour School Day Schedule

How many hours do you spend...

sleeping?_____ eating?_____ socializing with friends?_____

in a classroom?_____ studying outside of class?_____

on the phone?_____ doing chores?_____ on sports/hobby?_____

watching television?_____ reading for enjoyment?_____

doing community service?_____ other?_____

II. REVIEW: Discuss this question/statement with the class.

What are the four steps you take to review a daily-to-do list?

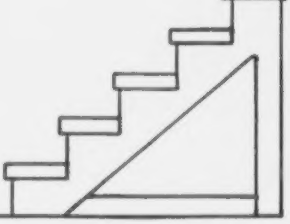
III. LESSON: To discuss how students spend their time on a typical school day.

A. Have students check yesterday's daily-to-do list (according to the check list on Day 101) and have them prepare today's.

B. Read the notebook entry to the students and have them copy it.

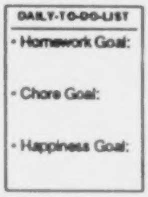
C. Have students complete the notebook assignment.

(If time allows, have some of the students share their answers.)



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 103: I ACCOMPLISH SMALL STEPS WITH TIME MANAGEMENT.



Two Ways I Will Use My Time Responsibly In The Next 24 Hours:

1.
2.

II. REVIEW: Discuss this question/statement with the class.

We are all responsible for how we spend our time. Looking at your 24 Hour School Day Schedule, do you feel you are managing your time well? Why or why not?

III. LESSON: To teach that we can all learn to manage our time responsibly as we progress toward our goals one step at a time.

A. Have students check yesterday's daily-to-do list (according to the check list on Day 101) and have them prepare today's.

B. Read the notebook entry to the students and have them copy it.

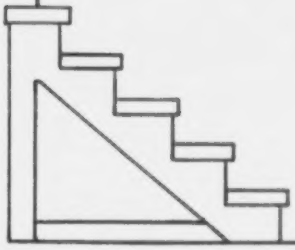
C. Have students complete the notebook assignment.

Possible Answers:

I will limit my phone calls to less than 10 minutes each.
I will read for 20 minutes before I fall asleep.
I will help the service club with the newspaper drive.

(If time allows, have students share their answers.)

CLOSE WITH A POSITIVE STATEMENT.



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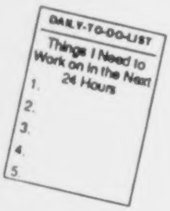
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 104: I ESTABLISH PRIORITIES.


DAILY-TO-DO-LIST
Things I Need to Work on in the Next 24 Hours
1.
2.
3.
4.
5.

Note: It is important for the students to list **five** items or activities on today's daily-to-do list.

To establish priorities means to put things in order of importance.

II. REVIEW: Discuss this question/statement with the class.

It has been one month since you wrote your monthly goal on a postcard. Turn to Day 83 of your notebooks to check your monthly goal. If you were successful in achieving it, take time to congratulate yourself. If you were unsuccessful or chose to change your goal, ask yourself if you would like to re-think your plans at this time.

III. LESSON: To teach students to manage their time by establishing priorities.

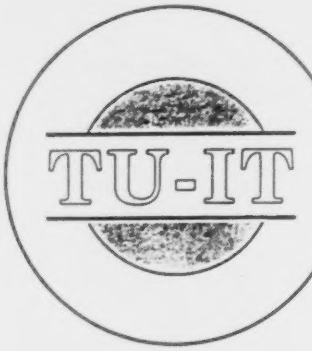
A. Have students check yesterday's daily-to-do list (according to the check list on Day 101) and have them prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Read to the students:

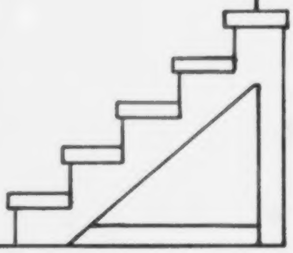
We do not always have the time or energy to accomplish everything we would like to in one day. That is why it is necessary for us to decide what things are most important to accomplish. Looking at the daily-to-do list you wrote today, renumber it along the right hand side to show the priority of the items or the order of importance.

IV. ENHANCEMENT ACTIVITY: Round TU-IT Circle

Students will make a Round TU-IT (out of colored paper, if possible) to remind themselves to establish their priorities.

(Sample Round TU-IT available in appendix.)





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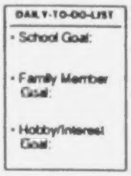
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 105: I REVIEW MY ACTIONS
USING MY PRIORITIES
AS GUIDELINES.



DAILY-TO-DO-LIST
- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

II. REVIEW: Discuss this question/statement with the class.

What does it mean to establish priorities?

III. LESSON: To teach students that it is their responsibility to review their daily-to-do lists with their priorities in mind.

A. Read the notebook affirmation to the students and have them copy it.

B. Read to the students:

We are going to check yesterday's daily-to-do list. How many of you accomplished the step you marked Priority #1? (Wait for a show of hands after each question. Tell the students to look around the room to see how many hands are raised.) Priority #2? Priority #3? Priority #4 Priority #5?

C. Have the students complete the following sentence about priorities and share it with the class. Guide the discussion to include as many of the ideas listed below as you can.

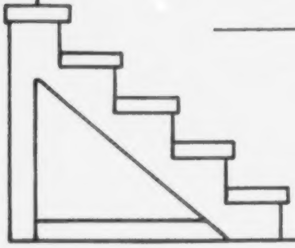
IN THINKING ABOUT PRIORITIES, I HAVE FOUND IT INTERESTING THAT....

Possible Responses:
-so many of us accomplished Priority #1.
-so many of us did not accomplish Priority #5.
-establishing priorities and following through brings a real sense of accomplishment.
-establishing priorities takes away some of the worry over less less important things.
-low priority items from yesterday can be changed to high priority items for today.

D. Have students prepare today's daily-to-do list.

IV. ENHANCEMENT ACTIVITY: "PRIORITY ONE"
Imagine that you have just been made principal for a day. You have the authority to establish one serious school goal or rule. You entitle your idea "PRIORITY ONE." Write your goal or rule:

____



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 106: I AM A SUCCESS.

Quiz Day

(Unscramble these key terms from Unit VII.)

1. prriitoy
2. tiem mamgnneeat
3. lsit-od-ot-ialdy
4. spet
5. lsit chcke

Note: If you would rather make this a matching quiz, please feel free to do so.

II. REVIEW: None for today.

III. LESSON: To reinforce key terms used in Unit VII.

A. Read the quiz instructions to the students.

B. Have the students take the quiz.

C. Read the answers to the students:
   1. priority
   2. time management
   3. daily-to-do list
   4. step
   5. check list

CLOSE WITH A POSITIVE STATEMENT.

UNIT VIII

SELF-TALK

UNIT GOAL: To encourage students to use affirmations.

DAY 107: Define terms "positive" and "negative self-talk."

DAY 108: Recognize positive and negative statements.

DAY 109: Teach students to make positive statements. (See Appendix.)

DAY 110: Encourage daily use of positive statements. (See Appendix.)

DAY 111: Discuss negative statements.

DAY 112: Discuss why negative statements help us fail.

DAY 113: Discuss an illustration of the effect of self-talk.

DAY 114: Encourage students to avoid negative remarks. (See Appendix.)

DAY 115: Discuss the word "procrastinate."

DAY 116: Teach ways to overcome procrastination.

DAY 117: Define the word "affirmation."

DAY 118: Learn to write affirmations.

DAY 119: Encourage students to write affirmations. (See Appendix.)

DAY 120: Write affirmations for yearly and lifetime goals.

DAY 121: Discuss use of affirmations after mistakes. (See Appendix.)

DAY 122: Illustrate the use of affirmations.

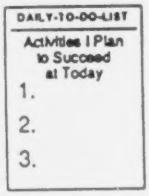
DAY 123: Write affirmations for the Twelve Steps. (See Appendix.)

DAY 124: Review Day

DAY 125: Quiz/Correcting Day

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 107: I MAKE POSITIVE STATEMENTS TO MYSELF.



DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.

2.

3.

Self-Talk

Self-talk is the conversation I have in my head or aloud about myself. *Positive statements I make to myself help me succeed. *Negative statements I make to myself help me fail.

II. REVIEW: Discuss this question/statement with the class.

Give an example of a time within the last week or two when you took small steps to accomplish a goal.

III. LESSON: To define the terms "positive self-talk" and "negative self-talk."

A. Read to the students:

In Unit VII you learned the importance of achieving goals one step at a time. One important step you can take toward success is learning to talk kindly and positively to yourself. Now, you will learn about self-talk.

B. Have students prepare today's daily-to-do list.

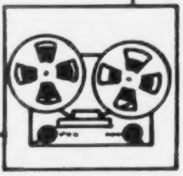
C. Read the notebook entry to the students and have them copy it.

IV. ENHANCEMENT ACTIVITY: Closing Statement

Students will write a positive statement to use at the end of today's class.

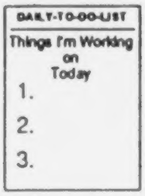
Possible Answers:
We did a good job today!
Congratulations on a successful class session.
Be successful today.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 108: I LISTEN FOR POSITIVE STATEMENTS.



DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

Positive and Negative Statements

1. I'm not good in math.
2. I can do this if I keep trying.
3. I think school is boring.
4. I always get into trouble at school.
5. I can be anything I want to be.
6. I feel good when I learn something new.

II. REVIEW: Discuss this question/statement with the class.

What is self-talk?

III. LESSON: To recognize positive and negative statements.

A. Have students check their last to-do list and prepare today's.

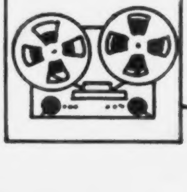
B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment by putting a star (*) in front of the positive statements and a minus sign (-) in front of the negative statements.

IV. ENHANCEMENT ACTIVITY: Positive Statement

Students will write a positive statement about a family member, neighbor, or friend.

CLOSE WITH A POSITIVE STATEMENT.



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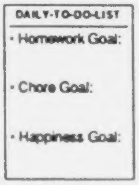
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 109: I LISTEN FOR POSITIVE STATEMENTS ABOUT MYSELF AND OTHERS.



DAILY-TO-DO-LIST

- Homework Goal:
- Chore Goal:
- Happiness Goal:

Three Positive Statements I Have Heard or Would Like To Hear About Myself or Someone Else:
1.
2.
3.

II. REVIEW: Discuss this question/statement with the class.

Are you in the habit of talking positively or negatively to yourself? Give an example, if you wish.

III. LESSON: To teach students to make positive statements about themselves and others.

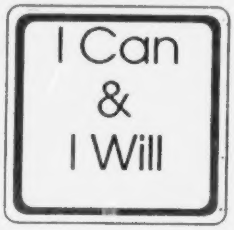
A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Have students complete the notebook assignment and share their answers with the class.

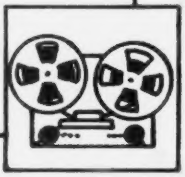
Possible Answers:
I can and I will.
I can make it if I keep trying.
I can think of a way to make my work interesting.

IV. ENHANCEMENT ACTIVITY: Refrigerator Magnet

Students will copy one of the positive statements they wrote in today's lesson onto a refrigerator magnet. Tell the students they can take these positive statements home to put on their refrigerator and read daily.

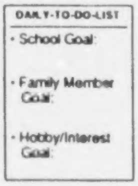
(Blank magnets available in appendix.)





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 110: I TALK KINDLY AND POSITIVELY TO MYSELF EVERY DAY.



DAILY-TO-DO-LIST
- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

It Is My Daily Responsibility To **TALK** Positively To Myself Because I Want To...

T = Take care of myself.
A = Accept myself.
L = Like myself.
K = Know myself.

II. REVIEW: Discuss this question/statement with the class.

Make a positive statement about one of your teachers or classes.

III. LESSON: To encourage students to use positive self-talk on a daily basis.

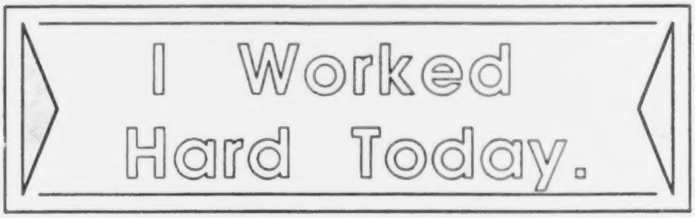
A. Have students check their last to-do list and prepare today's.

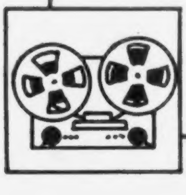
B. Read the notebook entry to the students and have them copy it.

IV. ENHANCEMENT ACTIVITY: Bookmark

Students will think of a positive statement to write on a bookmark. Tell the students they can take these bookmarks home.

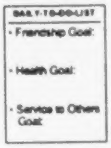
(Blank bookmarks available in appendix.)





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 111: I LISTEN FOR POSITIVE STATEMENTS.



DAILY-TO-DO-LIST
- Friendship Goal:
- Health Goal:
- Service to Others Goal:

- Two Negative Statements I Have Thought or Heard About Myself:

1.
2.

II. REVIEW: Discuss this question/statement with the class.

Why do we have a responsibility to TALK positively to ourselves every day?

II. LESSON: To discuss the effects of negative statements.

A. Have students share successes from yesterday's daily-to-do list and prepare today's list.
B. Read the notebook entry to the students and have them copy it.
C. Have students complete the notebook assignment and share their answers with the class.

Possible Answers:

I can't.
It will never work.
I'm no good.

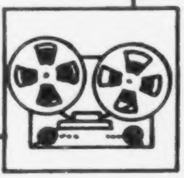
IV. ENHANCEMENT ACTIVITY: Televison Commercial

Students will create a 30-second television commercial telling viewers why they should not buy a certain product.

EXAMPLE SOAP SURPRISE

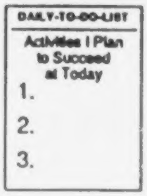
This soap leaves a sticky film on your body. It stinks. It is highly poisonous and it makes you itch. You do not want to buy this soap.

SOAP
SURPRISE



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 112: I LISTEN FOR POSITIVE STATEMENTS.



DAILY-TO-DO-LIST

Activities I Plan
to Succeed
at Today
1.
2.
3.

Two Reasons Negative Statements Help Me Fail:
1.
2.

II. REVIEW: Discuss this question/statement with the class.

Give an example of negative self-talk.

III. LESSON: To discuss reasons why negative statements help us fail.

A. Ask the students:

Are your daily-to-do lists helping you accomplish your lifetime goal (Day 74) and your yearly goal (Day 80)? Have the students look back in their notebooks to refresh their memories.

B. Have students check their last to-do list and prepare today's.

C. Read the notebook entry to the students and have them copy it.

D. Have students complete the notebook assignment and share their answers with the class.

Possible Answers:

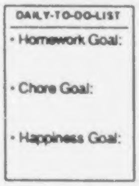
They make me give up.
They make me think I'm no good.
They give me excuses for not doing my work.
They keep me from seeing the good things I do.
They cause me to concentrate on the wrong things I do.

Note: There is a graphic available for Day 114. You may want to make copies of it prior to that day. Also, if your school owns a button-making machine, you may want to make a button for yourself to wear.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 113: I MAKE POSITIVE STATEMENTS EVERY DAY.



DAILY-TO-DO-LIST

• Homework Goal:

• Chore Goal:

• Happiness Goal:

II. REVIEW: Discuss this question/statement with the class.

Recall a time when thinking negatively caused you to quit trying.

III. LESSON: To discuss an illustration of the effects of self-talk.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook affirmation to the students and have them copy it.

C. Read this story about the World Series to the class.

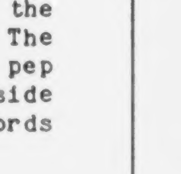
During one of the most exciting World Series baseball games between the New York Yankees and the Milwaukee Braves, Warren Spahn (the great Milwaukee Hall-of-Famer) was on the mound for the Braves. Elston Howard, the power-hitting catcher for the Yankees, was batting at the plate. It was the classic confrontation: late innings, pitchers' duel, man on base, the deciding game of the series. The tension was high. The Milwaukee manager trotted out to the mound for a quick pep talk with Warren Spahn. "Don't give Howard a high, outside pitch; he'll knock it out of the park!" were the final words of advice as the manager finished the pow-wow.

What word picture did the Milwaukee manager leave in Warren's mind?
-a high, outside pitch
-he'll knock it out of the park

What do you think happened next in the story?
(Correct Answer: Warren threw a high, outside pitch; Howard knocked it out of the park!)

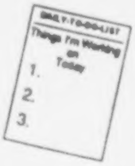
What would you have said if you had been the manager?
-aim low at the inside corner-

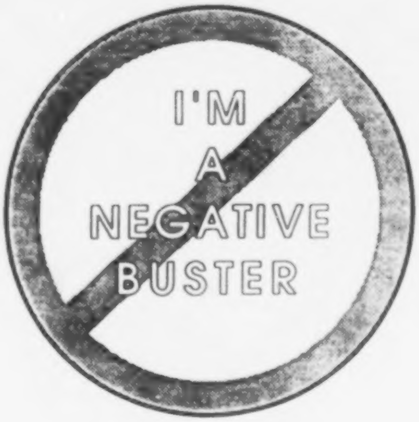
Why?
People act upon what is on their minds.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 114: I TALK KINDLY AND
POSITIVELY ABOUT
MYSELF AND OTHERS.


DAILY-TO-DO-LIST
Things I'm Working on Today
1.
2.
3.



"NEGATIVE BUSTER" Button

(Button graphic available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

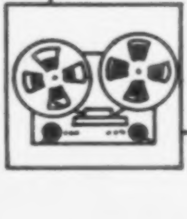
Recalling the World Series story from yesterday, what did you learn about the effects of negative talk?

III. LESSON: To encourage students to avoid negative remarks.

A. Have students check their last to-do list and prepare today's.

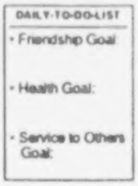
B. Read the notebook entry to the students. Distribute graphics or have students sketch "Negative Buster" Buttons. (Students can take the buttons home as a reminder to avoid negative statements.)

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.



I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 115: I USE POSITIVE SELF-TALK TO ACCOMPLISH DIFFICULT TASKS.



DAILY-TO-DO-LIST
- Friendship Goal:
- Health Goal:
- Service to Others Goal:

Procrastinate - To put off today what I should do today.

Two Things I Procrastinate About:
1.
2.

II. REVIEW: Discuss this question/statement with the class.

Name someone you think does a good job at busting negative statements.

III. LESSON: To discuss the word "procrastinate."

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment and share their answers with the class.

CLOSE WITH A POSITIVE STATEMENT.

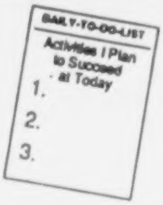
Note: There is a graphic available for Day 119. You may want to make copies of it prior to that day.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 116: I USE POSITIVE SELF-TALK TO ACCOMPLISH DIFFICULT TASKS.

Two Ways To Overcome Procrastination:
1.
2.


DAILY-TO-DO-LIST
Activities I Plan to Succeed at Today
1.
2.
3.

II. REVIEW: Discuss this question/statement with the class.

Define the word "procrastinate."

III. LESSON: To teach ways to overcome procrastination.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment and share their answers with the class.

Possible Answers:

1. Use positive self-talk to lessen the fear or worry.
2. Break the task into small steps.
3. Imagine myself accomplishing the task.
4. Change my attitude toward the task.
5. Look forward to a reward I will give myself.

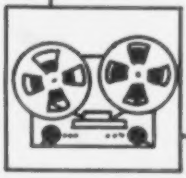
IV. ENHANCEMENT ACTIVITY: Write a Song

Students will write a few lines of lyrics for a song called

"I'M SINGING THE PROCRASTINATION BLUES!"

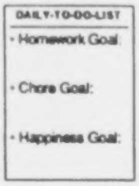
EXAMPLE

When I go to bed at night,
My room is a real fright
'Cause nothin's put away.
What can I say!
I'm singing the Procrastination Blues!



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 117: I WRITE POSITIVE STATEMENTS.



DAILY-TO-DO-LIST

- Homework Goal:
- Chore Goal:
- Happiness Goal:

AFFIRMATIONS

An affirmation is a personal, positive statement in the present tense. An affirmation states what I want as if I already had it. For example,

1. I get along well with my little sister.
2. I am a good dancer.
3. I am a good video game player.
4. I am happy.

II. REVIEW: Discuss this question/statement with the class.

What is one good way to overcome procrastination?

III. LESSON: To teach the definition of the word "affirmation."

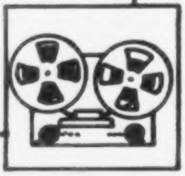
A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have the students write one affirmation about themselves. Tell them to choose the statement carefully since they will be designing a T-shirt for it on Day 119.

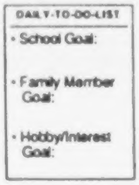
Note: If students are having trouble writing positive statements, remind them that it is probably because we are used to focusing on the negative. Circulate around the room today to assist students.

CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 118: I WRITE AFFIRMATIONS.



DAILY-TO-DO-LIST

- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

Affirmation Check List

✓ Is it personal? (about me)
✓ Is it positive? (not negative)
✓ Is it in the present tense? (as if it is already true)

II. REVIEW: Discuss this question/statement with the class.

What affirmation did you write yesterday?

III. LESSON: To learn to write affirmations.

A. Have students check their last to-do list and prepare today's.

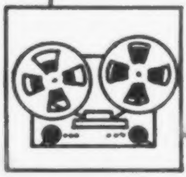
B. Read the notebook entry to the students and have them copy it.

C. Have the students check their affirmation by using the check list.

D. Announce to the class:

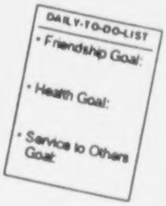
A powerful way to use affirmations is to repeat them several times daily.

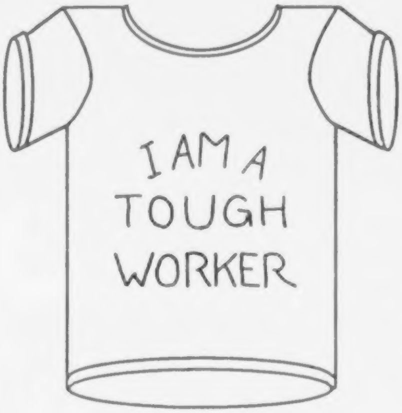
CLOSE WITH A POSITIVE STATEMENT.



I. **NOTEBOOK ENTRY:** Write this information on the chalkboard/overhead.

DAY 119: I WRITE AFFIRMATIONS.


DAILY-TO-DO-LIST
• Friendship Goal:
• Health Goal:
• Service to Others Goal:


I AM A
TOUGH
WORKER

(Blank T-shirt graphic available in appendix.)

II. **REVIEW:** Discuss this question/statement with the class.

What are the 3 characteristics of every affirmation?

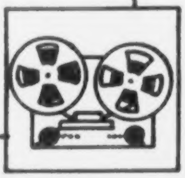
III. **LESSON:** To encourage students to write affirmations.

A. Have students share successes from yesterday's daily-to-do list and prepare today's.

B. Read the notebook entry to the students. Distribute graphics or have students sketch their own T-shirts.

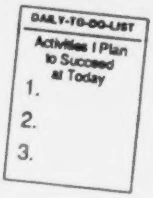
C. Have the students write the affirmation they thought of on Day 117 on the T-shirt. (Talk to the students about displaying their work on a bulletin board.)

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 120: I WRITE AFFIRMATIONS.


DAILY-TO-DO-LIST
Activities I Plan to Succeed at Today
1.
2.
3.

My Lifetime Goal (from Day 74):______________________

An Affirmation About My Lifetime Goal:______________________

My Yearly Goal (from Day 80):______________________

An Affirmation About My Yearly Goal:______________________

II. REVIEW: Discuss this question/statement with the class.

If a swimmer wants to be a better swimmer, what is an affirmation he/she could make?

III. LESSON: To write affirmations for yearly and lifetime goals.

A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Have students complete the notebook assignment.
D. Read the Affirmation Check List to the students:
    ✓ Is it personal? (about you)
    ✓ Is it positive? (not negative)
    ✓ Is it in the present tense? (as if it is already true)

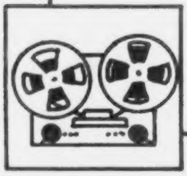
EXAMPLE
Yearly Goal: To participate in one after school activity.
Affirmation: I enjoyed working on the school play this year.

Note: Put several student examples on the board to help students who are having difficulty.

IV. ENHANCEMENT ACTIVITY: Affirmation

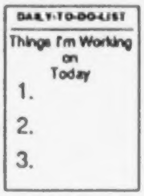
Students will write affirmations for the following areas:

-to be better readers
-to get along better with parents
-to get better grades in certain classes
-to accomplish more daily-to-do goals



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 121: I CONTINUE TO TALK POSITIVELY TO MYSELF AFTER MISTAKES.



DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

The major league baseball player who struck out the most times in 1927, walked the most times in 1927, and hit 60 home runs in 1927 was ____.

II. REVIEW: Discuss this question/statement with the class.

You are running a long race. What affirmation could you make to help you finish the race?

III. LESSON: To teach students that successful people continue to talk positively to themselves after mistakes.

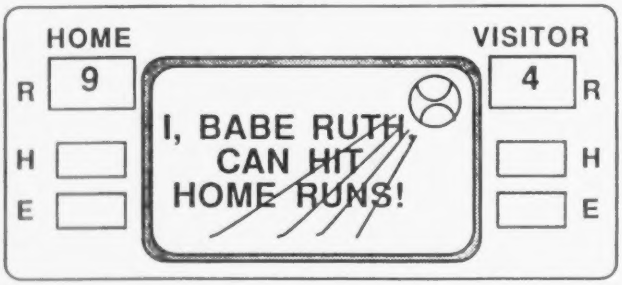
A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Have the students complete the assignment.
D. Read to the students:

The correct answer is BABE RUTH. Notice by the statistics that Babe Ruth struck out and walked many times. He did not let this discourage him, however. He constantly reminded himself that he was a home run-hitter.

IV. ENHANCEMENT ACTIVITY: Stadium Video Screen

Students will design baseball stadium video screens with positive statements about skills or talents they have.

(Blank stadium screen graphic available in appendix.)


HOME
VISITOR
R
9
4
R
H
H
E
E
I, BABE RUTH CAN HIT HOME RUNS!

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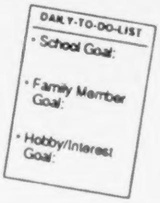
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 122: I LEARN FROM MY MISTAKES.



A mistake that I make is like a MISS TAKE in the filming of a movie. When there is a MISS TAKE, the action stops and the scene is reviewed. The movie producer calls out "take two" or "take three" until the actors get the scene right.

II. REVIEW: Discuss this question/statement with the class.

What is a positive statement Babe Ruth might have made to himself after he struck out or walked?

III. LESSON: To show that successful people continue to talk positively to themselves even after mistakes.

A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Read to the students:

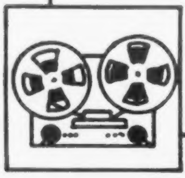
Today we are going to take a non-graded quiz on Babe Ruth.

1. When Babe Ruth went to bat, he often said:
   a. "I am the strike out king. I am the strike out king. I am the strike out king."
   or
   b. "I can hit this ball out of the park. I can hit this ball out of the park. I can hit this ball out of the park."
   (Correct Answer: b)

2. When Babe Ruth struck out or walked, he often said:
   a. "I'm no good. I'm no good. I'm no good."
   or
   b. "Next time, I will hit this ball out of the park. I will hit this ball out of the park. I will hit this ball out of the park."
   (Correct Answer: b)

IV. ENHANCEMENT ACTIVITY: Hero Statements

Students will select heroes (from fact or fiction) and write positive statements that the heroes might say about themselves.



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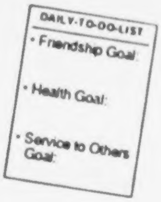
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 123: I MAKE POSITIVE STATEMENTS ABOUT MYSELF.


DAILY-TO-DO-LIST
• Friendship Goal:
• Health Goal:
• Service to Others Goal:

Four Affirmations Based On The Twelve Steps To Success:

1.
2.
3.
4.

II. REVIEW: Discuss this question/statement with the class.

What does the word "mistake" mean?

III. LESSON: To help students write 4 affirmations based on the Twelve Steps to Success.

A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Have students complete the assignment.

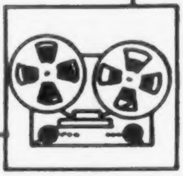
Possible Answers:
I am prompt.
I write goals.
I am courteous.
I am mentally and physically present.
I accept the positive and negative consequences of my actions.
(Students will share answers tomorrow.)

IV. ENHANCEMENT ACTIVITY: Marquee Movie Title

Each student will think of a movie title to put on a marquee, using his or her own name and a positive statement.

(Blank marquee available in appendix.)

Winning Friends:
The Story of Courteous Cathy



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 124: I AM RESPONSIBLE FOR MY SUCCESS.

As a result of the lessons on Self-Talk, I have learned the following:

1. ____

2. ____

3. ____

4. ____

II. REVIEW: Discuss this question/statement with the class.

What is one of the affirmations you wrote yesterday based on the Twelve Steps to Success?

III. LESSON: To allow time for the students to prepare for the quiz on Self-Talk.

A. Have students check their daily-to-do lists for the past month. Have them circle and write affirmations for any items they find they are not completing.

B. Read the notebook entry to the students and have them copy it.

C. Read to the students:

Tomorrow you will be taking a quiz on the information we discussed in Unit VIII. Is there anything you would like clarified before your quiz?

If you have been absent, raise your hand. I will assign a student to help you with the lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

Don't forget to take time to mentally reward yourself for your progress since our last review.

D. Have the students complete the notebook assignment by looking over their notes in Unit VIII.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 125: I AM A SUCCESS.

QUIZ

1. The ____________________ statements I make to myself help me succeed.

2. Successful people learn from their ____________________ and continue to make positive statements to themselves.

3. The negative statements I make to myself help me____________.

4. An __________________ is a personal, positive statement in the present tense.

5. To put off doing something until a future time is called _____

Affirmation Procrastination Positive Mistakes Fail

II. REVIEW: None for today.

III. LESSON: To check student understanding of Unit VIII by testing and to clarify problem areas by correcting the quiz.

A. Read the notebook entry to the students and have them copy it.

B. Allow time for the students to take the quiz.

C. Have the students correct their quizzes as you read the answers aloud:

Answers:
1. positive
2. mistakes
3. fail
4. affirmation
5. procrastination

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

UNIT IX

IMAGINATION

UNIT GOAL: To encourage students to use their imaginations to focus on future successes.

DAY 126: Introduce idea of imagining success.

DAY 127: Discuss the word "imagination."

DAY 128: Define the word "imagination."

DAY 129: Teach students to use their imaginations for future dreams.

DAY 130: Give an example of a role model. (Walt Disney)

DAY 131: Teach that creativity increases with use of the imagination.

DAY 132: Encourage students to use their imaginations.

DAY 133: Discuss how to make hard work fun.

DAY 134: Teach that imagination is unique to each individual.

DAY 135: Teach that relaxation is an important step.

DAY 136: Imagine an activity one step at a time.

DAY 137: Remember past successes.

DAY 138: Imagine present success as a series of small daily successes.

DAY 139: Reinforce the need for daily success. (See Appendix.)

DAY 140: Teach positive focus. (Thomas Edison)

DAY 141: Encourage students to imagine future successes.

DAY 142: Reinforce the idea of imagining future success. (See Appendix.)

DAY 143: Teach students to use imagination to set goals.

DAY 144: Allow students time to dream of success.

DAY 145: Encourage students to "follow their dreams." (See Appendix.)

DAY 146: Review Day

DAY 147: Quiz Day (See Appendix.)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 126: I USE MY IMAGINATION TO ACHIEVE SUCCESS.

DAILY-TO-DO-LIST

Activities I Plan
to Succeed
at Today

1.
2.
3.

I think the imagination is______________________________________.

II. REVIEW: Discuss this question/statement with the class.

What positive self-talk will you use today?

III. LESSON: To introduce the idea of using the imagination to achieve success.

A. Read to the students:

In Unit VIII you learned about the importance of positive self-talk. Now, you will learn how that positiveness can help you imagine more success for yourself.

B. Have students prepare today's daily-to-do list.

C. Read the notebook entry to the students and have them copy it.

D. Have students complete the notebook assignment.

Possible Answers:

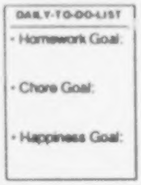
Imagination is a type of dreaming.
Imagination is a way to picture the future.
Imagination is a way to create ideas in my head.

(Students will share answers tomorrow.)

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 127: I USE MY IMAGINATION TO ACHIEVE SUCCESS.



DAILY-TO-DO-LIST
- Homework Goal:
- Chore Goal:
- Happiness Goal:

"The World is but Canvas to our Imaginations."
-Henry David Thoreau-

II. REVIEW: Discuss this question/statement with the class.

What do you think imagination is?

III. LESSON: To discuss the word "imagination."

A. Have students share successes from yesterday's daily-to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Ask the students what they think the quote from Henry David Thoreau means. (Answer: The world is like a picture on a canvas. We should use our imaginations to paint a colorful picture of life for ourselves.)

D. Have students give examples of things they can imagine.

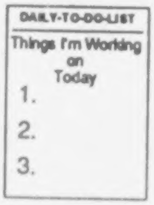
Possible Answers:

Colors
Gifts
Nature
Memories
Conversations

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 128: I USE MY IMAGINATION TO ACHIEVE SUCCESS.



DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

Imagination - the formation of a mental picture or image from the past, in the present, or for the future.

II. REVIEW: Discuss this question/statement with the class.

In what way did Thoreau think the world compared to a canvas?

III. LESSON: To teach the definition of the word "imagination."

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

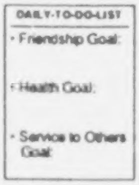
C. Have the students answer the following questions aloud:

1. What can you imagine (recall in a mental picture) from your past? -birthdays, holidays, outings
2. What can you imagine (picture in your mind) about today. -meals, conversations, chores
3. What can you imagine (dream about) for your future? -children, career, vacations

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 129: I USE MY IMAGINATION TO DREAM.



DAILY-TO-DO-LIST
- Friendship Goal:
- Health Goal:
- Service to Others Goal:

(from Walt Disney's movie, Pinocchio)
"When you wish upon a star
Makes no difference who you are.
Anything your heart desires
Will come to you.
If your heart is in your dreams
No request is too extreme..."

II. REVIEW: Discuss this question/statement with the class.

What is the definition of the word "imagination"?

III. LESSON: To teach students to use their imaginations to dream about the future.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Ask the students what they think the words to the song mean. Be sure to discuss the key line: "If your heart is in your dreams...."
(Answer: If you work on your goals and have courage and commitment when things get tough....)

D. Announce to the class:

It is important for us to realize that there is no magic power to make dreams come true. What we do have is the ability to picture what we want, write goals on how to get what we want, and then be persistent in going after what we want.

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I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 130: I USE MY IMAGINATION TO MAKE DREAMS COME TRUE.

DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.
2.
3.

II. REVIEW: Discuss this question/statement with the class.

What does it mean to have your heart in your dreams?

III. LESSON: To introduce a role model who achieved success through use of his imagination.

A. Have students check yesterday's daily-to-do list and prepare today's.
B. Read the notebook affirmation to the students and have them copy it.
C. Read the story of Walt Disney to the class:

At age 18 Walt Disney formed his own company to produce cartoons. Three years later he was forced to close his doors because he was broke. Walt was not the kind of young man to dwell on failure, so he set up a table in his uncle's garage and started drawing cartoons. He steadily built his second studio until, in less than a year, he had a staff of seven.

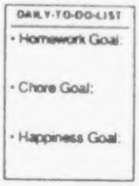
Mr. Disney's first successful cartoon was about a character named Oswald, the Lucky Rabbit. Unfortunately, another cartoonist stole the idea for the lovable rabbit, together with some of Disney's employees. At age 26 Disney was disgusted but not discouraged. He knew he would start over again. He had faith in his own abilities.

He remembered a mouse he had once tamed when he was younger. He had named the mouse Mortimer. He now used his imagination to dream up a personality for Mortimer, and Mrs. Disney changed the mouse's name to Mickey.

Mr. Disney said that his plan always began in his imagination and took form step by step with plenty of hard work. That is the clue to the success of Walt Disney - from his cartoons to his films, to his amusement parks, and to his vision of the future at Epcot Center.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 131: I USE MY IMAGINATION TO BE CREATIVE.


DAILY-TO-DO-LIST
- Homework Goal:
- Chore Goal:
- Happiness Goal:

"Without the imagination no creative work has ever come to birth."
- Carl Jung, Psychologist-

II. REVIEW: Discuss this question/statement with the class.

What did Mr. Walt Disney say was the secret to his success?

III. LESSON: To teach that use of the imagination increases creativity.

A. Tell the students that their daily-to-do lists are designed to help them accomplish their long term goals. Have the students read over their lifetime goal on Day 74 and their yearly goal on Day 80 before they check yesterday's list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Ask the students what they think the quote from Carl Jung. means. (Answer: We should develop our imaginations in order to be more creative.)

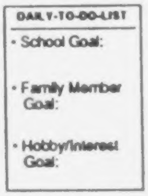
D. Read the following story to the class about an invention:

Imagine a feather. It can be any kind of feather. People have been looking at feathers for a long time, but one man used his imagination as he noticed how you can separate the sides of a feather and use your fingers to smooth it out again. His creative thinking about the feather led to an invention that made him a millionaire. Draw a picture of a feather or what you think he invented.

(Answer will be given tomorrow.)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 132: I USE MY IMAGINATION TO BE MORE CREATIVE.



DAILY-TO-DO-LIST

- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

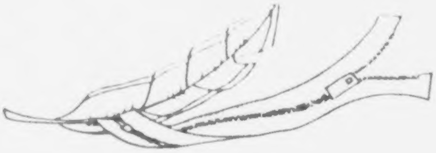
List as many possible uses of a brick as you can. Be creative!

1.
2.
3.
4.

II. REVIEW: Discuss this question/statement with the class.

What creative invention did the feather inspire?

(Answer: zipper)



III. LESSON: To encourage students to use their imaginations.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment and share their answers with the class.

Possible Answers:

Doorstop (decorated)
Paper weight
Book end
Exercise weight
To build a fence, house, Bar-B-Q, patio, fireplace
To be used as a leg for a bench or a block for a bookshelf
To be used as a stepping stone

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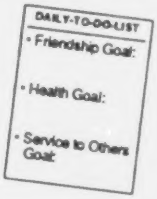
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 133: I USE MY IMAGINATION
TO ENJOY WHAT I'M DOING.



How To Use My Imagination To Make Hard Work More Fun

1. Mowing the lawn -
2. Memorizing -
3. Cleaning my room -
4. Writing a composition -
5. Reading a story -
6. Running laps in P.E. -

II. REVIEW: Discuss this question/statement with the class.

Which idea yesterday showed the most creative use of the brick?

III. LESSON: To discuss that use of the imagination can help make hard work fun.

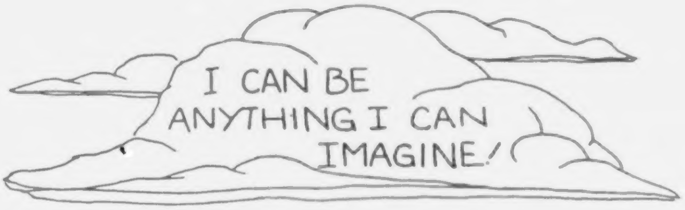
A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Have students complete the notebook assignment by thinking of a creative way to make each of the 6 items more enjoyable.

Possible Answers:

1. Mow in patterns.
2. Tie the facts together by creating a story.
3. Pretend it is my own home.
4. Imagine I am a newspaper writer.
5. Pretend I am one of the characters in the story.
6. Imagine I am training for the Olympics.

IV. ENHANCEMENT ACTIVITY: Creative Cloud
Read to the students:

We know that people use their imaginations to see different shapes in clouds. Use your imagination to draw a cloud in any shape you want. Most importantly, write the caption in the cloud!



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 134: I USE MY IMAGINATION TO ACHIEVE SUCCESS.

DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

My imagination is unique. In fact, no two people see the same picture in their heads.

II. REVIEW: Discuss this question/statement with the class.

Name a hard job you have. Use your imagination to think of a way to make it more enjoyable.

III. LESSON: To teach that imagination is unique to each individual.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

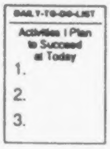
C. Read the following instructions to the class at a leisurely pace, pausing between directions:

1. Close your eyes, if you wish, to block out distractions.
2. Imagine a color. Think about it, see it, or feel it.
3. Now change that color to another color.
4. Now change the color again.
5. Write the names of the colors on your paper.
6. Did you see the colors, think about the colors, or have a general sense of the colors?
7. Have students share the colors they imagined.
8. We all have special ways of using our imaginations. It does not matter whether we saw the colors, thought about them, or felt them. Whatever way we imagine is perfect for us.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 135: I RELAX IN ORDER TO BETTER USE MY IMAGINATION.


DAILY-TO-DO-LIST
Activities I Plan to Succeed at Today
1.
2.
3.

"I'll do all right as a hitter as long as I don't get outside myself." -Wally Joyner of the Angeles, during his very successful rookie season.

II. REVIEW: Discuss this question/statement with the class.

Refer back to Day 80 to reread your yearly goal statement. How are you doing on accomplishing your goal? Use your imagination to picture the success as if it has already happened.

III. LESSON: To teach that relaxation is an important step in using the imagination.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Ask the students what they think the quote from Wally Joiner means. (Answer: As long as he didn't let things outside himself distract him, he would be a good hitter. Relaxing and concentrating on what he was doing each moment would keep him inside himself.)

D. Read to the students:

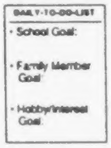
Relaxing is a form of STOPPING, just like in the STAR process. In order to stop, we pay attention to our breathing because it shifts our awareness from around us to inside us. Baseball and basketball players, dancers, and golfers all concentrate on their breathing to help themselves prepare to successfully complete their activities.

1. Quietly become aware of your breathing. Notice the air as it moves in and out of your body.

2. Do you notice yourself shifting your attention from things outside of you in the room to an increased awareness of yourself? Like Wally Joyner, you are shifting your awareness from "outside yourself" to "inside yourself."

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 136: I IMAGINE AN ACTIVITY ONE STEP AT A TIME.



I can use my imagination to picture accomplishing an activity one step at a time.

II. REVIEW: Discuss this question/statement with the class.

Why is relaxation important while using the imagination?

III. LESSON: To imagine an activity one step at a time.

A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Read the following instructions to the class at a leisurely pace, pausing between directions:

1. Yesterday we learned that relaxation is an important step in using your imagination. Let's relax before we begin today. You may close your eyes if you wish. Quietly become aware of your breathing.

2. Today we are going on an imaginary trip to the ice cream store. Picture each step of your trip.

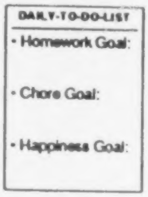
   - Walk to the door of an ice cream store.
   - Open the door and go inside.
   - Smell the sweet ice cream.
   - Look at the many flavors.
   - Hear the clerk ask for your order.
   - Hear yourself placing your order.
   - See the clerk scoop up the ice cream onto a cone.
   - Feel the cone as the clerk hands it to you.
   - Pay for the ice cream and say "thank you."
   - Take your first bite of the cold ice cream.

3. Let the picture fade from your mind. Take a deep breath. Exhale.

4. Will some volunteers share what they imagined?

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 137: I USE MY IMAGINATION TO REMEMBER THE PAST.



DAILY-TO-DO-LIST

- Homework Goal:
- Chore Goal:
- Happiness Goal:

As a successful person, I use my imagination to remember past successes in order to create a positive self-image for future successes.

II. REVIEW: Discuss this question/statement with the class.

Just like your imaginary trip to the ice cream store, what else can you picture yourself doing one step at a time?

III. LESSON: To use the imagination to remember past successes in order to create a positive self-image for future successes.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Read the following instructions to the class at a leisurely pace, pausing between directions:

1. Relax and prepare to imagine. You may close your eyes if you wish. Quietly become aware of your breathing.

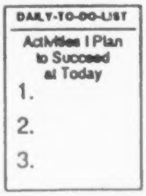
2. Think of a time when you were successful at something. It can be the first time you successfully rode a bike. It can be the time you gave a speech or got a good grade on a test or completed a chore. Picture the steps you took to reach this success. (Allow 20 seconds for the students to imagine.)

3. Will some volunteers share what past successes they remembered?

Note: There is a graphic available in the appendix for Day 139. You may want to make copies of it prior to that time.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 138: I IMAGINE MY PRESENT SUCCESS.



DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.
2.
3.

I can use my imagination to focus on my success in the present.

II. REVIEW: Discuss this question/statement with the class.

Why is it important to use the imagination to picture past successes?

III. LESSON: To imagine present success as a series of small successes every day.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Read to the students:

Being in class today, ready to learn, is a success in itself. It may not feel like a major success, but BEING HERE, BEING PROMPT, BEING PREPARED, AND BEING A LISTENER are all daily successes.

D. Have students focus on their present success of doing their class work today by listing 8 small steps that it took to get to class.

Possible Answers:

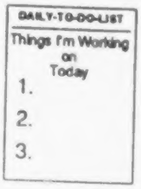
1. I woke up on time.
2. I got dressed.
3. I ate breakfast.
4. I went to the bus stop.
5. I boarded the bus.
6. I got to class on time.
7. I was at my desk on time.
8. I did my class work.

E. Announce to the class:

Tomorrow you will be charting these small steps on the stepping stones of a Success Map.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

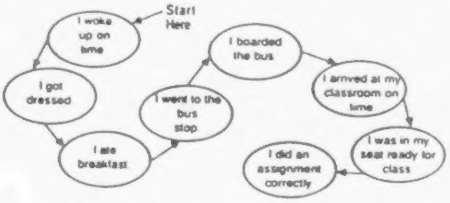
DAY 139: I IMAGINE MY SUCCESS.


DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

Note: Although answers have been filled in for the teacher use, do not write the answers on the board at this time.


Start Here
I woke up on time
I got dressed
I ate breakfast
I went to the bus stop
I boarded the bus
I arrived at my classroom on time
I was in my seat ready for class
I did an assignment correctly

(Blank graphic available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

What small steps did you recall yesterday that led up to your success of being in class?

III. LESSON: To imagine success as a series of small successes every day.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students. Distribute graphics or have the students sketch the stepping stones of the Success Map.

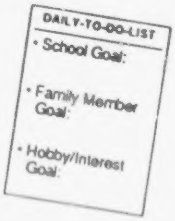
C. Have students record all of the small steps they wrote yesterday about being successful students.

Note: There is a graphic available for Day 142. You may want to make copies of it prior to that day.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 140: I USE MY IMAGINATION
TO FOCUS ON SUCCESS.



All people have some failures in life, but successful people do not dwell on failure. They use the imagination to focus on success and positiveness.

II. REVIEW: Discuss this question/statement with the class.

What small success can you imagine for one of your family members today?

II. LESSON: To teach that imagination should be used to focus on success and positiveness.

A. Have students check their last to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Read the following story to the class:

There was a little boy who was just plain trouble. He caused problems in school because he had difficulty learning. He failed, and the teacher told his mother that he was stupid. The boy left school when he was seven and never returned. His mother believed in him, however, so she taught him at home. In his teen years he became partially deaf, but never let his deafness defeat him. He said that it just kept him from hearing things that didn't matter and made it easier for him to keep his mind on his work. AND WORK HE DID! The name of this boy is ____________________.

(Any guesses on this boy's name?)

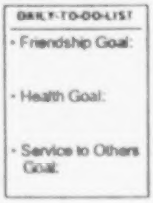
The boy was Thomas Edison. Edison failed and succeeded many times with inventions. He knew that his failures plus persistence would lead him to success. His motto was

SUCCESS IS 2% INSPIRATION AND 98% PERSPIRATION.

(Did Edison focus on being called "stupid"?)
(Did Edison dwell on the negative side of his hearing loss?)
(Did Edison concentrate on his inventions that failed?)

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 141: I CAN IMAGINE MY FUTURE SUCCESS.


DAILY-TO-DO-LIST

- Friendship Goal:
- Health Goal:
- Service to Others Goal:

II. REVIEW: Discuss this question/statement with the class.

Imagine that you have a broken leg. How could you turn that problem into a positive experience? Think about how Edison would have handled the situation.

III. LESSON: To teach the students to imagine future successes.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook affirmation to the students and have them copy it.

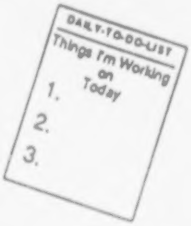
C. Read to the students:

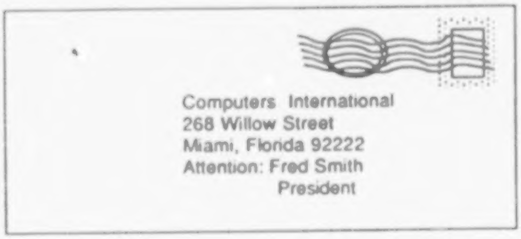
All of us have the ability to imagine things that have not yet been completed. Some examples of this ability are the following: the artist who imagines the finished work of art, the writer who imagines the finished book, and the carpenter who imagines the finished cabinet.

Imagine that it is the year 2000, and you have just received a letter addressed to your home, your place of business, or your favorite vacation spot. Picture one of those three right now. You might want to refer back to your lifetime goal on Day 74 for ideas. Tomorrow you will record an imaginary address (on an envelope) of your home, place of business, or favorite vacation spot.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 142: I CAN IMAGINE MY FUTURE SUCCESS.


DAILY-TO-DO-LIST
Things I'm Working on Today
1.
2.
3.


Computers International
268 Willow Street
Miami, Florida 92222
Attention: Fred Smith
President

(Blank envelope available in the appendix.)

II. REVIEW: Discuss this question/statement with the class.

Why is it important to dream of things you would like to accomplish?

III. LESSON: To teach students to imagine future successes.

A. Remind the students that the daily-to-do lists are designed to help them accomplish their long term goals. Have the students read over their yearly goal on Day 80 before they check yesterday's list and prepare today's.

B. Read the notebook entry to the students. Distribute graphics or have students sketch their own envelopes.

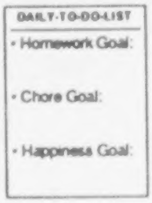
C. Have the students address envelopes to their home, their place of business, or their favorite vacation spot.

(Students will announce their addresses tomorrow.)

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 143: I USE MY IMAGINATION TO SET GOALS.



DAILY-TO-DO-LIST

- Homework Goal:
- Chore Goal:
- Happiness Goal:

II. REVIEW: Discuss this question/statement with the class.

What address did you write on your envelope yesterday?

III. LESSON: To teach students to use their imaginations to set goals for the future.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook affirmation to the students and have them copy it.

C. Read to the students:

1. Relax and prepare to imagine. You may close your eyes if you wish. Quietly become aware of your breathing.

2. Imagine yourself as a cooperative member of an organization. It can be any kind of an organization you want - soccer team, volleyball team, debate team, drill team, family, choir, band, etc. What are some of the things you see yourself doing in that organization? How do you see yourself cooperating to achieve success? (Wait 20 seconds.)

3. Will some volunteers share what future successes they imagined?

Note: There will be a graphic available for Day 145. You may wish to make copies or an overhead of it prior to that day.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 144: I FOLLOW MY DREAMS.

DAILY-TO-DO-LIST
- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

II. REVIEW: Discuss this question/statement with the class.

Thoreau once said to "advance confidently in the direction of your dreams." What do you think he meant?

III. LESSON: To allow students time to dream of a future success.

A. Have students share successes from yesterday's daily-to-do list and prepare today's.

B. Read the notebook affirmation to the students and have them copy it.

C. Read to the students:

Relax and imagine you are walking down a street called "Future Avenue." You glance up and notice a billboard that has your name on it and a statement about something you have done successfully. What does the billboard say? Think carefully about your answer because you will be writing it on a billboard graphic tomorrow.

Possible Answers:

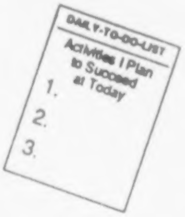
Best Wishes on Your Marriage, Sam!
The Architects Love Your Proposal, Judy!
Thank You For Attending the Meeting in Europe, Marie!
Congratulations on Your Promotion, Pete!

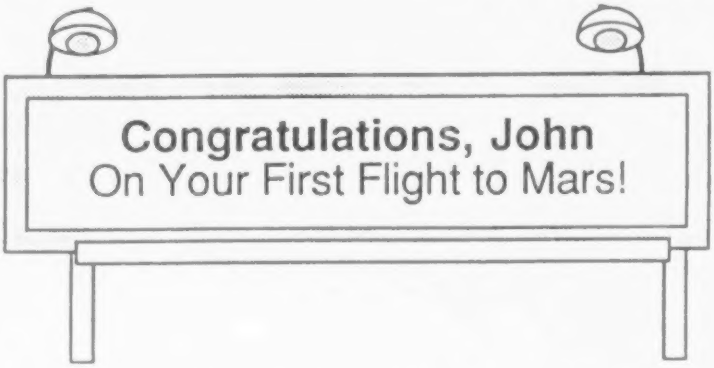
Note: There is a graphic available in the appendix to assist the students with the quiz on Day 147. You may want to make a few copies or an overhead of it prior to that day.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 145: I FOLLOW MY DREAMS.


DAILY-TO-DO-LIST
Activities I Plan to Succeed at Today
1.
2.
3.


Congratulations, John
On Your First Flight to Mars!

(Blank billboard available in appendix.)

II. REVIEW: Discuss this question/statement with the class.

Do you have a responsibility to follow your dreams?

III. LESSON: To encourage students to follow their dreams.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students. Distribute graphics or have the students sketch their own billboards.

C. Have students fill in the billboard message they thought of yesterday.

(Students will share answers tomorrow.)

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 146: I AM RESPONSIBLE FOR MY SUCCESS.

As a result of the lessons on imagination, I have learned the following:

1.____

2.____

3.____

4.____

II. REVIEW: Discuss this question/statement with the class.

What did your billboard on "Future Avenue" say?

III. LESSON: To allow time for students to prepare for the quiz on imagination.

A. Have students check their daily-to-do lists for the past month. Have them circle and write affirmations for any items they find they are not completing.

B. Read the notebook entry to the students and have them copy it.

C. Read to the students:

Tomorrow you will be taking a quiz on the information we discussed in Unit IX. Is there anything you would like clarified before your quiz?

If you have been absent, raise your hand. I will assign a student to help you with the lessons you missed.

If you have not been absent, use this time to study the information in this unit for tomorrow's quiz.

Don't forget to take time to mentally reward yourself for the progress you have made since our last review.

D. Have the students complete the notebook assignment by looking over their notes in Unit IX.

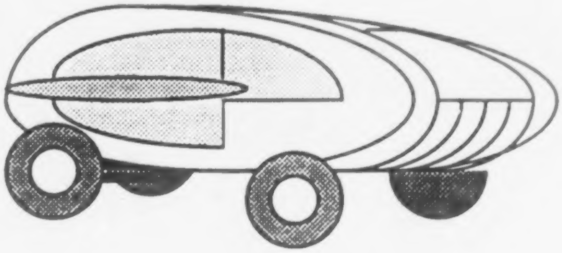
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 147: I AM A SUCCESS.

Quiz Instructions:

Design or write about a new ride at Disneyland or a new method of transportation for the future. Try to relax in order to let your imagination go to work for you.

EXAMPLE



(Graphic available in appendix to assist students with quiz.)

II. REVIEW: None for today.

III. LESSON: To encourage the students to practice using their imaginations to think of creative ideas.

A. Read the notebook entry to the students and have them copy it.

B. Allow time for the students to complete the quiz.

C. Have volunteers share their drawings or descriptions.

Note: You may feel that it is now appropriate to have your students bring a 3x5 homework notebook to school every day, or you may wish to use the graphics in the appendix to make notebooks for the students. Your decision should be based on the ability of your students.

CLOSE WITH A POSITIVE STATEMENT.

UNIT X

PERCEPTION

UNIT GOAL: To teach the importance of a positive perception about people and situations.

DAY 148: Define the word "perception."

DAY 149: Discuss that perception is unique to each individual.

DAY 150: Review the students' yearly and lifetime goals.

DAY 151: Illustrate that perception is unique.

DAY 152: Teach students to use the five senses.

DAY 153: Teach ways to solve perception differences.

DAY 154: Discuss pride in individuality.

DAY 155: Encourage students to help others.

DAY 156: Show use of different senses for perception. (Helen Keller)

DAY 157: Teach that empathy is important in gaining clear perception.

DAY 158: Reinforce that empathy will sharpen perception.

DAY 159: Teach that perception can change.

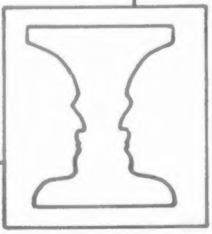
DAY 160: Illustrate positive perception. (Margaret Knight)

DAY 161: Encourage positive perception. (Abraham Lincoln)

DAY 162: Review Day

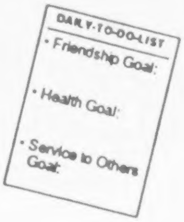
DAY 163: Quiz/Correcting Day

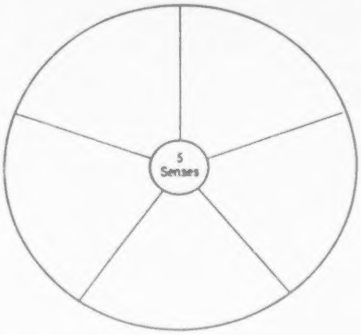
Note: Remember to locate the time capsule graphics you saved in an envelope for the students. They will be discussing their yearly goals on Day 150. (If the graphics have been misplaced, the students can complete the lesson by referring to Day 80 in their notebooks.)



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 148: I HAVE A POSITIVE PERCEPTION OF MYSELF.





(Graphic available in appendix.)

Perception - my unique way of seeing, feeling, hearing, smelling, and tasting. My perception can help me be successful or keep me from being successful.

II. REVIEW: Discuss this question/statement with the class.

What small success can you imagine for yourself today?

III. LESSON: To teach students that perception is their unique awareness gained through the five senses.

A. Read to the students:

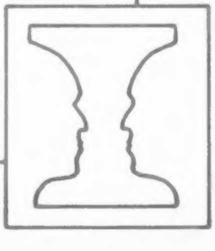
In Unit IX you learned that creative use of the imagination will lead to success. Now, you will learn how your imagination and the use of your five senses can help you develop a positive perception of yourself and others.

B. Have students prepare today's daily-to-do list.

C. Read the notebook entry to the students and have them copy it.

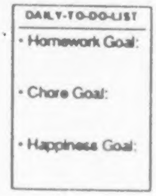
D. Have students list the five senses and several descriptive words for each.

Possible Answers:
Taste - sour, sweet, tangy
Touch - sticky, rough, smooth
Sound - loud, soft
Smell - smoky, fresh
Sight - clear, dull

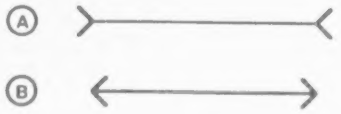


I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 149: I HAVE A UNIQUE PERCEPTION.



DAILY-TO-DO-LIST
- Homework Goal:
- Chore Goal:
- Happiness Goal:



PERCEPTION EXERCISE
(Do not tell the students that you have drawn the 2 lines the same length.)

II. REVIEW: Discuss this question/statement with the class.

What does the word "perception" mean?

III. LESSON: To help the students understand that perception is unique to each individual.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy the perception exercise.

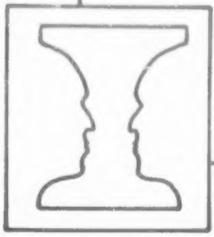
C. Read to the students:

Which line is longer - the top one or the bottom one?
(Answer: Both lines are exactly the same length, but it is interesting how differently we perceive the things we see?)

C. Read the following story about perception to the class:

There was a teenage girl who decided to treat her 2 younger brothers to a snack at a fast food restaurant. The teenager told her brothers that they could order one item each. One of the young fellows was hungry and thought he made the wisest choice by ordering a junior hamburger; the other brother loved french fries and thought he was the smartest by ordering a large bag of fries; the teenage girl was thirsty and thought she made the best choice by ordering a large soft drink. All three were very happy with their selections. Each perceived him/herself as being the happiest.

Who made the right selection?
(Answer: We can't say. The three people made the right decisions according to the way they saw the situation. If people perceive themselves as happy, they are happy.)



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 150: I REVIEW MY YEARLY AND LIFETIME GOALS.

(After reviewing your yearly and lifetime goals, select only one response for each goal.)

1. I am making progress toward achieving my goal.______
2. I was unsuccessful in moving toward my goal.______
3. I chose to change my goal.______
4. I forgot about my goal.______

II. REVIEW: Discuss this question/statement with the class.

Recall a time when you perceived something one way, and someone else sensed it differently. (Possible Answers: I liked the music that someone else disliked. I enjoyed the weather that someone else grumbled about. I liked petting a cat, but it made my friend's allergies flare up.)

III. LESSON: To review the students' lifetime and yearly goals.

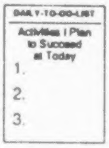
A. Have students refer to Day 74 to recall their lifetime goal. Have the students check their progress on the goal and copy only the review response that applies.

B. Distribute the time capsule graphics that you have been saving in a envelope for the students. (If the envelope has been misplaced, have the students turn to Day 80 in their notebooks to recall their yearly goal.) Have the students check their progress on the goal and copy only the review response that applies.

C. If the students were successful in moving toward accomplishing at least one of their goals, have them congratulate themselves on their success. If they were unsuccessful or forgot one or both of their goals, encourage the students to try again. You can remind them that the only people who will never be successful are those people who are not willing to try again.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 151: I USE MY FIVE SENSES TO GAIN AWARENESS.



DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.

2.

3.

1. Father's perception (point of view):________________________

2. Student's perception (point of view):_______________________

3. Mr. Scone's perception (point of view):_____________________

II. REVIEW: Discuss this question/statement with the class.

How would you describe the feeling you have when you make progress toward accomplishing a goal?

III. LESSON: To illustrate that perception of a situation is unique to each person.

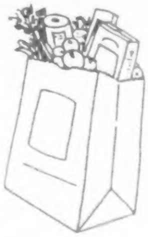
A. Have students prepare today's daily-to-do list.

B. Read the notebook entry to the students and have them copy it.

C. Read the story of Mr. Scone to the class:

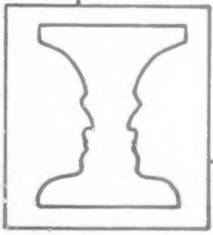
A student was told by his father to be home from school by four o'clock. This student had not been doing well in school and had been "grounded." On the way home from school, the student saw old Mr. Scone's grocery bag break, spilling his groceries all over the sidewalk. The student stopped to help the gentleman pick up the groceries and carry them home. The student was twenty minutes late arriving home.

Write how you think each of the three characters might have perceived the situation. We will discuss your answers tomorrow.



Possible Answers:

1. The father focused on the disobedience.
2. The student concentrated on being helpful.
3. Mr. Scone was happy about the student's politeness.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 152: I USE MY FIVE SENSES TO GAIN AWARENESS.

DAILY-TO-DO-LIST
Things I'm Working on Today
1.
2.
3.

As a successful person, I know it is my responsibility to use as many senses as possible to gain a clear perception of a situation and see all sides of a story. (Remember ACT of the STAR process: I Am Choosing To use as many senses as possible.)

II. REVIEW: Discuss this question/statement with the class.

Think back to yesterday's story about the student who was 20 minutes late arriving home. What do you imagine his father's perception of the tardiness was? Do you think the father used at least two senses, sight and hearing, before he spoke to his child?

What do you imagine the student's perception of the situation was? Do you think the student used at least two senses, sight and hearing, before he made his decision to be late?

What do you imagine Mr. Scone's perception of the situation was? Do you think he used at least two senses, sight and hearing, before he thanked the youth?

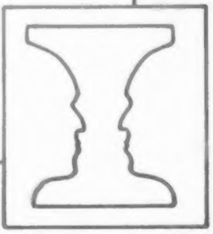
III. LESSON: To teach the students that it is their responsibility to use as many senses as possible to gain a clear perception of a situation and see all sides of the story.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

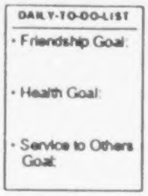
C. Have the students tell the class how they think the Mr. Scone story ended and/or how they would have liked it to end.

CLOSE WITH A POSITIVE STATEMENT TO THE CLASS.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 153: I USE MY FIVE SENSES TO SOLVE PROBLEMS.



DAILY-TO-DO-LIST

- Friendship Goal:
- Health Goal:
- Service to Others Goal:

Ways To Solve Problems That Arise Because of Perception Differences:

1. Compromise.
2. Go separate ways.
3. Talk over the problem and listen to hear all sides.
4. Have one person solve the problem the first time; another person solve it next time.

II. REVIEW: Discuss this question/statement with the class.

Why do people perceive things differently? (Answer: Because we're all unique.)

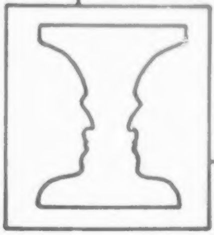
II. LESSON: To teach that a unique perception of a situation may call for a unique solution to a problem.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

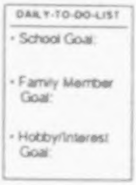
C. Have students star the solution they like best.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 154: I AM PROUD TO BE ME.



"If a man [person] does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away."
-Thoreau-

II. REVIEW: Discuss this question/statement with the class.

Name one way to solve a problem with someone.

III. LESSON: To teach that we should be proud of our individuality.

A. Have students share successes from yesterday's daily-to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students explain what they think Thoreau meant when he wrote about hearing "a different drummer."

(Answer: We each see, hear, and feel things differently. We should be proud of our individuality.)

IV. ENHANCEMENT ACTIVITY: Extra Credit Collage

Students will make a "Me" collage representing a positive perception of themselves. A collage can be made with words and pictures cut from magazines and pasted onto construction paper.

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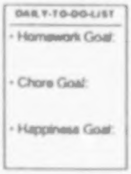
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 155: I HELP OTHERS THROUGH MY UNIQUE PERCEPTION OF THE WORLD.



DAILY-TO-DO-LIST
- Homework Goal:
- Chore Goal:
- Happiness Goal:

The Following People Were Able to Change the World Because They Perceived Things Differently:

Christopher Columbus - Discovered America
Martin Luther King - Won civil rights
Thomas Jefferson - Wrote the Declaration of Independence
Louis Pasteur - Discovered a cure for rabies

II. REVIEW: Discuss this question/statement with the class.

What does it mean "to step to the music of a different drummer"?

III. LESSON: To encourage students to realize they can help others through their own unique perceptions of the world.

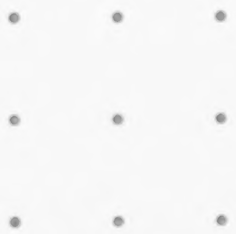
A. Have students check their last to-do list and prepare today's.

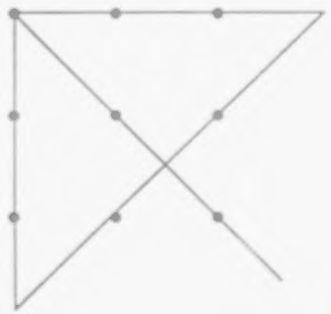
B. Read the notebook entry to the students and have them copy it.

C. Have students tell what they have seen in the world that they would like to change. Remind the students that it is possible to change things they perceive need changing.

IV. ENHANCEMENT ACTIVITY: Perception Exercise

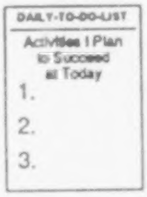
Students will connect the 9 dots using 4 straight lines. Mention to the students that the reason it is so difficult to do this exercise is because we don't often change our perception of how to draw lines other than in a simple square.





I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 156: I USE MY SENSES TO PERCEIVE THE WORLD.



DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.

2.

3.

II. REVIEW: Discuss this question/statement with the class.

Name one person we talked about yesterday who changed the world.

III. LESSON: To teach that different people use different senses to form their perception of the world.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook affirmation to the students and have them copy it.

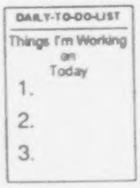
C. Read the story of Helen Keller to the class:

Helen Keller was blind and deaf from infancy. She could not rely on her senses of sight or hearing to perceive things. She did rely heavily on her senses of touch, taste, and smell in order to form opinions and feelings about her likes and dislikes. She was so perceptive about the world around her that she became an author/lecturer. Helen Keller not only helped herself succeed through the daily use of her senses, but she helped many other blind and deaf people succeed as well through her service on the first State Commission for the Blind.

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 157: I HAVE EMPATHY FOR OTHERS.


DAILY-TO-DO-LIST
Things I'm Working on Today
1.
2.
3.

Empathy - caring how others feel or perceive things
- thinking about what it would be like to be the other person

II. REVIEW: Discuss this question/statement with the class.

What senses did Helen Keller use to sharpen her perception of the world?

III. LESSON: To teach that empathy is an important factor in gaining a clear perception of situations.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Read the following situations and questions to the class:

Imagine you just witnessed a sixth grade bully teasing a second grader.

1. How do you think the second grader felt?
2. Do you think the bully cared about (had empathy for) the second grader?
3. As a witness, you are able to see both sides of the story or "walk in both pairs of their shoes." What is your perception (attitude or feeling) of the situation?

Imagine you have just watched a student help a classmate with a difficult assignment.

1. How do you think the classmate felt?
2. Do you think the student had empathy for the person he/she helped?
3. As a witness, you are able to see both sides of the story or "walk in both pairs of their shoes." What is your perception (attitude or feeling) of the situation?

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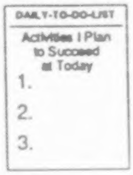
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

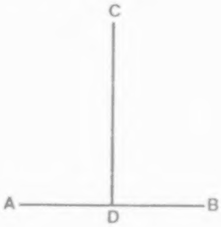
DAY 158: I HAVE EMPATHY FOR OTHERS.



DAILY-TO-DO-LIST

Activities I Plan to Succeed at Today

1.
2.
3.



PERCEPTION EXERCISE
(Do not tell the students that you have drawn the 2 lines the same length.)

II. REVIEW: Discuss this question/statement with the class.

Define the word "empathy."

III. LESSON: To reinforce that empathy will give us a clear perception of the world around us.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy the perception exercise.

C. Read to the students:

Is the A/B line longer or is the C/D line longer?
(Answer: Both lines are the same length, but it is interesting how differently we perceive the things we see.)

D. Read the following empathy exercise to the class:

Think of a person you don't particularly like. Keep the name a secret. Do not write it down. Do not tell anyone the name. Imagine yourself as that person. (Wait 10 seconds.) Think about how you feel as that person. (Wait 10 seconds.) Think about the good qualities you have as that person. (Wait 10 seconds.)

Without using any names, tell the class how you felt as that person and what good qualities you have.

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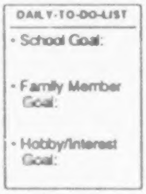
I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 159: I CAN CHANGE MY PERCEPTION.



DAILY-TO-DO-LIST

- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

A

12 13 14

C

PERCEPTION EXERCISE
(Make sure you draw the center figure carefully.)

I can change my perceptions by changing my goals, values, attitudes, or awareness.

II. REVIEW: Discuss this question/statement with the class.

Define the word "empathy."

III. LESSON: To teach that perceptions constantly change as we change our goals, values, attitudes, and awareness.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy the perception exercise.

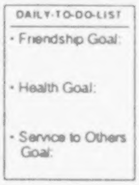
C. Read to the students:

What do you see? Do you see A B C or 12 13 14? Because we have different perceptions of what we see, some of us will see A B C in an alphabet context and others will see 12 13 14 in a numbering context. Neither group is wrong.

It is easy to change your perception, however, once you have an awareness of new facts. For example, if you perceive yourself as a failure, you can change your attitude and perceive yourself as a success. It's almost as easy as changing your view in today's exercise.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 160: I HAVE A POSITIVE PERCEPTION OF MYSELF AND OTHERS.



DAILY-TO-DO-LIST

- Friendship Goal:
- Health Goal:
- Service to Others Goal:

II. REVIEW: Discuss this question/statement with the class.

Tell of a time when you wished someone would change his/her mind about something and agree with you because you felt you had a much clearer perception of the situation.

III. LESSON: To teach that a positive perception can help overcome incredible odds.

A. Have students check their last to-do list and prepare today's.

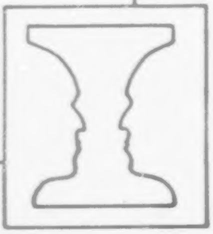
B. Read the notebook affirmation to the students and have them copy it.

C. Read the story of Margaret Knight, inventor, to the class:

One of the most famous women inventors is Margaret Knight. She designed her first invention at age 12 after witnessing an accident in a cotton textile mill. Margaret, called Mattie, developed a device that would prevent workers from being injured. No one ever suggested that she patent her invention; no one encouraged her to keep inventing.

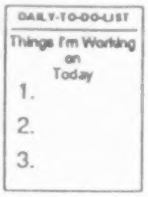
Later Margaret worked in a factory that produced paper bags. The owners had been attempting, unsuccessfully, to produce a square-bottomed paper bag. Mattie tackled the problem! After many hours of trial and error, she invented a machine to do this job.

Mattie did not have an education, and she encountered a great deal of resentment and jealousy. She persisted, however, because she had a positive perception of her ability to invent. Mattie continued to develop at least 25 other inventions, including a machine to cut shoes and another to make window frames.



I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 161: I AM CHOOSING TO PERCEIVE MYSELF AS A SUCCESS.



DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

Abraham Lincoln's Score Card

Losses	Victories

II. REVIEW: Discuss this question/statement with the class.

Who was Margaret Knight? Did she perceive herself as a success or a failure?

III. LESSON: To illustrate the effect of a positive self-perception.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Read the story of Abraham Lincoln to the class. Ask the students to keep track of the President's business and political losses and victories.

Abraham Lincoln failed in business in 1831, was defeated for the legislature in 1832, failed again in business in 1833, but was elected as a legislator in 1834. He ran for Speaker of the House in 1838 and lost; he ran for Elector in 1840 and lost; he ran for Congress in 1843 and lost. Lincoln ran again for Congress in 1846 and was elected. He was defeated in 1848. In 1855 he ran for the Senate and lost; he ran again in 1856 and lost. But in 1860 Lincolon ran for President of the United States and won the election.

How many losses did you count for Lincoln? (Answer: 9)
How many victories did you count for Lincoln? (Answer: 3)
How do you think Abraham Lincoln chose to perceive himself-as a failure or as a success?
Is Lincoln remembered as a failure or as a success?

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 162: I AM RESPONSIBLE FOR MY SUCCESS.

As a result of the lessons on Perception, I have learned the following:

1.____

2.____

3.____

4.____

II. REVIEW: Discuss this question/statement with the class.

How did Abraham Lincoln choose to perceive himself-as a success or failure?

III. LESSON: To allow time for the students to prepare for the quiz on perception.

A. Have students check their daily-to-do lists for the past month. Have them cirlce and write affirmations for any items they find they are not completing.

B. Read the notebook entry to the students and have them copy it.

C. Read to the students:

Tomorrow you will be taking a quiz on the information we have discussed in Unit X. Is there anything you would like clarified before tomorrow's quiz.

If you have been absent, raise your hand. I will assign a student to help you with the lessons you missed.

If you have not been absent, use this time to study the information in this unit in preparation for tomorrow's quiz.

Don't forget to take time to mentally reward yourself for the progress you have made since our last review.

D. Have the students complete the notebook assignment by looking over their notes in Unit X.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 163: I AM A SUCCESS.

Quiz Directions:

Imagine you have been chosen to write and give a short speech (at least 3 sentences) at the end-of-the-year assembly. The speech is to be entitled "IT'S ALL IN THE ATTITUDE!" You must use the words "responsibility," "perception," and "empathy."

II. REVIEW: None for today.

III. LESSON: To check student understanding of Unit X by testing and to clarify problem areas by correcting the quiz.

A. Read the notebook entry to the students and have them copy it.

B. Allow time for the students to take the quiz.

C. Have several students read their speeches aloud.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

UNIT XI

REWARDS

UNIT GOAL: To encourage students to think of rewards for themselves and others.

DAY 164: Teach definition of the word "reward."

DAY 165: Introduce the idea of mental rewards.

DAY 166: Discuss additional ways to reward self.

DAY 167: Encourage students to think of ways to reward themselves.

DAY 168: Discuss types of rewards and awards one might receive.

DAY 169: Teach students to graciously accept rewards.

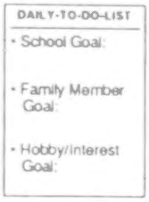
DAY 170: Discuss rewards for others. (See Appendix.)

DAY 171: Encourage students to think of ways to reward others.

DAY 172: Quiz Day

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 166: I REWARD MYSELF FOR MY SUCCESSES.


DAILY-TO-DO-LIST
- School Goal:
- Family Member Goal:
- Hobby/interest Goal:

Additional Ways to Reward Myself

Display my work:	Have my teacher put it up in the classroom. Put it on the refrigerator at home. Hang it on the wall in my room.
Share my successes with people who care:	Relatives Friends Favorite teacher

II. REVIEW: Discuss this question/statement with the class.

Name a time when you have given yourself a mental reward. Whose responsibility is it to reward you for goals reached?

III. LESSON: To teach students additional ways to reward themselves as they complete small steps toward their goals.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Ask the students:

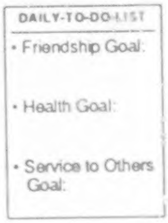
Have you ever displayed your work? How did you feel?
Have you ever shared your success with someone who cared?
How did you feel?

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 167: I REWARD MYSELF FOR MY SUCCESSES.



DAILY-TO-DO-LIST
- Friendship Goal:
- Health Goal:
- Service to Others Goal:

My Success	My Reward To Myself
1. Clean Locker	1.
2. Completed Homework	2.
3. "A" Test Paper	3.
4. Chores Done Well	4.
5. Service To Others	5.

II. REVIEW: Discuss this question/statement with the class.

What three types of rewards have you learned about so far in this unit? (Answer: 1. Mental rewards; 2. Display my work; 3. Share my work)

III. LESSON: To encourage students to think of ways to reward themselves.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

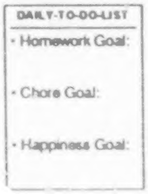
C. Have students complete the notebook assignment by generating at least one answer for each of the 5 entries. (Note: Explain to the students that these are intrinsic or inner rewards. Emphasize that this type of reward can be more valuable than any other kind.)

Possible Answers:

1. Show someone who cares.
2. Congratulate myself.
3. Display it at home.
4. Plan relaxation time for myself.
5. Thank myself.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 168: I ACCEPT REWARDS AND AWARDS FROM OTHERS FOR MY SUCCESSES.



Types of Rewards From Others:	Praise Thanks	Good Grades
Types of Awards From Others:	Trophy Certificate	Ribbon Medal

II. REVIEW: Discuss this question/statement with the class.

How do you feel when you reward yourself? (Answer: I feel proud, confident, happy.)

III. LESSON: To acknowledge a special type of award for bravery.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

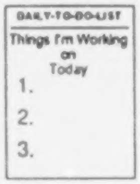
C. Read the following story about a bravery award to the class:

On June 6, 1986, fifteen year old Joe went fishing in Lumber River. He heard eighteen year old Marvin yell that his friend had disappeared in the quicksand-like mud. Joe quickly dived in, but he could not locate the young man in the dirty water. On Joe's third attempt, he found the young man stuck upright 10 feet below the surface of the water, no longer breathing. Joe thought the young man was dead. A fourteen year old boy named Martin helped the other two get the 185 pound victim out of the water so they could begin CPR.

The three young men are credited with saving the youth's life. They received the state's Award for Bravery and Heroism from the governor of North Carolina. They were also honored by the Boy Scouts of America for unusual heroism in saving a life at considerable risk to themselves.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 169: I ACCEPT REWARDS AND AWARDS FROM OTHERS FOR MY SUCCESSES.



DAILY-TO-DO-LIST

Things I'm Working on Today

1.
2.
3.

Reasons It is Hard for Me to Accept Rewards and Awards From Others:

1.
2.

II. REVIEW: Discuss this question/statement with the class.

What award would you like to receive in high school?

III. LESSON: To teach students to graciously accept rewards and awards from others.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignement and share their answers with the class:

Possible Answers:

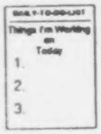
1. I don't feel I deserve the reward.
2. I'm not good enough.
3. I'm shy.
4. It's bragging.
5. It makes me uncomfortable.
6. I'm not used to it.
7. It's not right.

D. Read to the students:

Learning to acknowledge your success without bragging is an art. Accepting rewards and awards graciously is a sign of maturity.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 170: I RECOGNIZE OTHER PEOPLE'S SUCCESSES WITH REWARDS.


Things I'm Working on Today
1.
2.
3.

	Who	Accomplishment	Reward Given
1.			
2.			

II. REVIEW: Discuss this question/statement with the class.

Why is it hard for us to accept awards from others?

III. LESSON: To discuss rewards for others.

A. Have students share a success from yesterday's daily-to-do list and prepare today's.
B. Read the notebook entry to the students and have them copy it.
C. Read to the students:

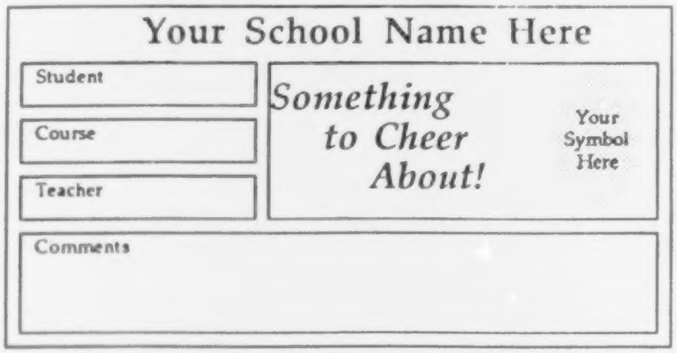
Imagine you have found a magic genie in a bottle. The genie has offered to give rewards for good deeds or worthy behavior to two people of your choice. With this in mind, complete the notebook assignment.

(Students will share answers tomorrow.)

IV. ENHANCEMENT ACTIVITY: P.R. Award

Students will design an award (2x3 card) for the students in their school. The purpose of this award is to recognize students for personally responsible behavior. The best designs will be submitted to the principal for possible use by the office.

(Sample P.R. awards available in appendix.)



Your School Name Here

Student

Course

Teacher

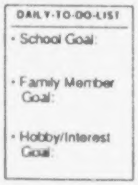
Something to Cheer About!

Your Symbol Here

Comments

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 171: I RECOGNIZE OTHER PEOPLE'S SUCCESSES WITH REWARDS.



DAILY-TO-DO-LIST

- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

Who?	Accomplishment	How I Would Reward Him/Her
1. Parent	Fixed favorite meal.	
2. Friend	Got high test score.	
3. Teacher	Received "Teacher of the Year" Award.	
4. Cousin	Saved a life.	
5. Tutor	Spent extra time helping me.	

II. REVIEW: Discuss this question/statement with the class.

What rewards did your imaginary genie give yesterday? To whom? For what good deed or worthy behavior?

III. LESSON: To encourage students to think of ways they can reward others.

A. Have students check their last to-do list and prepare today's.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment by generating at least one answer for each of the 5 entries.

Possible Answers:

1. I will wash the dishes.
2. I will say, "Congratulations."
3. I will have the members of my class sign a card.
4. I will write an article for the school newspaper.
5. I will say, "Thank you."

D. Homework Assignment for Tonight: REWARD SOMEONE WHO HAS DONE SOMETHING SUCCESSFUL.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 172: *I AM A SUCCESS*.

Quiz Instructions:

1. Name 5 ways *you* could reward yourself for one of your successes.
2. Name 2 people who would be happy for you if you shared one of your successes with them.
3. Take time now to mentally reward yourself for a job well done on the *How to Be Successful in Less Than Ten Minutes a Day* program.

II. REVIEW: Discuss this question/statement with the class.

What reward did you give to someone in the last 24 hours?

III. LESSON: To check student understanding of Unit XI by testing and to clarify problem areas by correcting the quiz.

A. Read the notebook entry to the students and have them copy it.

B. Have the students take the quiz.

C. Have the students share their quiz answers to #1 & 2 aloud.

Note: On Day 179 of the program, you will be distributing Certificates of Completion to the students. You might want to make copies of that graphic now, so you can sign the certificates in advance.

CLOSE WITH A POSITIVE STATEMENT.

UNIT XII

PROGRAM REVIEW

UNIT GOAL: To review the How To Be Successful program.

DAY 173: Review the Twelve Steps.

DAY 174: Review the STAR decision-making process.

DAY 175: Review the vocabulary of personal responsioility.
(Day 1-93)

DAY 176: Review the vocabulary of personal responsibility.
(Day 94-180)

DAY 177: Final Test

DAY 178: Encourage nominations for responsible behavior.

DAY 179: Distribute Certificates of Completion. (See Appendix.)

DAY 180: Define the word "success." (See Appendix.)

Note: You will need copies of the Post Test for Day 177 and the Certificate of Completion for Day 179.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 173: I PRACTICE THE TWELVE STEPS TO SUCCESS.

Name the Twelve Steps to Success and give a brief description of each.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10
11.
12.

II. REVIEW: None for today.

III. LESSON: To review the Twelve Steps to Success.

A. Read to the students:

Successful people evaluate their progress in all areas of their lives. In this last unit of the SUCCESS program you will be given a variety of exercises to see how much you have learned.

B. Read the notebook entry to the students and have them copy it.

C. Have students complete the notebook assignment.

C. Read the definitions and descriptions of the Twelve Steps from page xvii.

Note: YOU WILL NEED COPIES OF THE FINAL EXAM FOR DAY 178. THE TEST SHOULD NOT BE GIVEN VERBALLY. THIS IS A POST TEST. THANK YOU FOR YOUR COOPERATION.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 174: I USE THE STAR DECISION-MAKING PROCESS.

List the words for the acronym STAR and give a brief description of each.

1.

2.

3.

4.

II. REVIEW: Discuss this question/statement with the class.

Name the Twelve Steps to Success.

III. LESSON: To review the Star decision-making process.

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

C. Read the words and descriptions of the STAR process from Day 70.

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 175: I PRACTICE PERSONAL RESPONSIBILITY.

Define the following words from the first half of the SUCCESS program.

1. self-image
2. appropriate behavior
3. inappropriate behavior
4. alternatives
5. behavior
6. consequences
7. goal

II. REVIEW: Discuss this question/statement with the class.

Give an example of a time when you used the STAR decision-making process.

III. LESSON: To review some of the vocabulary words of the language of personal responsibility. (from Day 1-93)

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

C. Read the answers to the class:

1. self-image - the mental picture I have of myself
2. appropriate behavior - actions that make it easier for me to be successful and reach my goals
3. inappropriate behavior - actions that make it harder for me to be successful and reach my goals
4. alternatives - my choices or options from among two or more actions
5. behavior - an action; what I think or do
6. consequences - the positive or negative result of an action
7. goal - result I want

CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 176: I PRACTICE PERSONAL RESPONSIBILITY.

Define the following words from the second half of the SUCCESS program.

1. priority
2. affirmation
3. negative self-talk
4. procrastination
5. perception
6. empathy
7. reward

II. REVIEW: Discuss this question/statement with the class.

Use one of yesterday's review words in a sentence.

III. LESSON: To review more of the vocabulary words of the language of personal responsibility. (from Day 94-180)

A. Read the notebook entry to the students and have them copy it.

B. Have students complete the notebook assignment.

C. Read the answers to the class:

1. priority - idea or item that is most important to me
2. affirmation - personal, positive statement in the present tense
3. negative self-talk - statements I make to myself that help me fail
4. procrastinate - to put off today what I should do today
5. perception - unique way of seeing, hearing, feeling, smelling, and tasting
6. empathy - caring how others feel
7. reward - something I give myself or another person gives me for being successful

Note: There are graphics in the appendix for Day 179 and Day 180. You need to make copies of the Certificate of Completion and you may want to make copies of the balloon graphic prior to those days.

CLOSE WITH A POSITIVE STATEMENT.

DAY 177: I AM A SUCCESS.

Directions for final test:

THIS TEST SHOULD BE ADMINISTERED IN WRITTEN FORM PRIOR TO DAY 1 AND ON DAY 177 OF THE PROGRAM. IF YOU HAVEN'T MADE COPIES YET, GO ON TO DAY 178 AND RETURN TO THIS TEST LATER.

Read to the students:

This is the same test you took at the beginning of the SUCCESS program. Read each question carefully and mark your answer sheet. Do not mark on the test. You will have 8 minutes to complete the test.

1. Administer the test. A copy can be found in the appendix.

2. Correct the test.

   Answer Key:
   1. c
   2. c
   3. d
   4. b
   5. b
   6. d
   7. a
   8. b
   9. b
   10. c
   11. d
   12. c
   13. b
   14. a
   15. d

3. Turn the corrected tests and a copy of the test scores into the office. The post-test will be compared to the pre-test, and the score comparison sheet ONLY will be sent to the Thomas Jefferson Research Center.

CLOSE WITH A POSITIVE STATEMENT.

BEST COPY AVAILABLE

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 178: I AM RESPONSIBLE.

NOMINATION BALLOT FOR RESPONSIBLE BEHAVIOR AWARD

NAME ______________________________

SCHOOL ______________________________

YEAR ______________________________

Name some responsible behavior or good deed that YOU did this school year for which you would like to be rewarded.

____

____

II. REVIEW: None for today.

III. LESSON: To encourage students to reward themselves for their responsible behavior.

A. Read the notebook entry to the students and have them copy it.

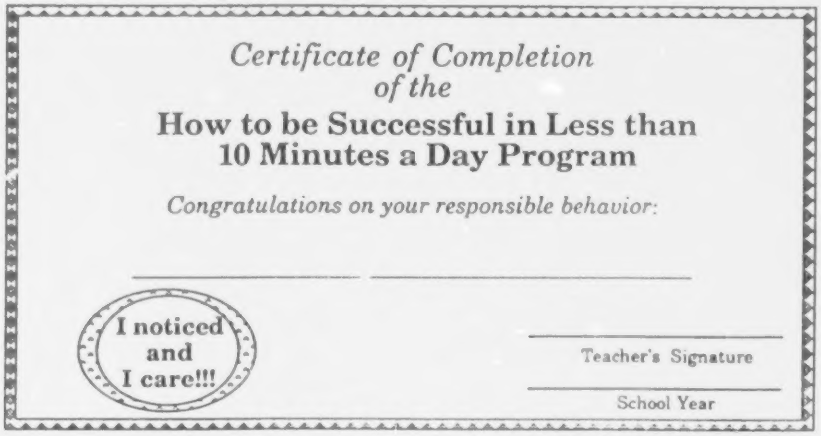
B. Have the students complete the notebook assignment by nominating themselves for Responsible Behavior Awards.

Possible Answers:

I turned in my math homework every week.
I studied for my English tests.
I did my chores without being told.
I was polite to someone I didn't like.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 179: I REWARD MYSELF FOR RESPONSIBLE BEHAVIOR.



Certificate of Completion
of the
How to be Successful in Less than
10 Minutes a Day Program

Congratulations on your responsible behavior:

I noticed and I care!!!

Teacher's Signature

School Year

(Blank certificate available in appendix.)

II. REVIEW: None for today.

III. LESSON: To reward students with certificates of completion for the How to Be Successful in Less Than Ten Minutes a Day program.

A. Distribute a Certificate of Completion to each student.

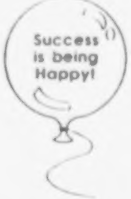
B. Read the notebook entry to the students and have them write in the responsible behavior that they nominated themselves for yesterday.

Note: Did you remember to sign each of the certificates?

HAVE ONE OF THE STUDENTS CLOSE WITH A POSITIVE STATEMENT.

I. NOTEBOOK ENTRY: Write this information on the chalkboard/overhead.

DAY 180: I AM A SUCCESS.


Success is being Happy!

(Blank balloon available in appendix.)

II. LESSON: To encourage students to give their own definition of the word "success."

A. Read the notebook entry to the students. Distribute graphics or have students sketch balloons. Have the students complete the following message:

SUCCESS IS...

Possible Answers:

Success is being all I am capable of being.
Success is accomplishing my goals.
Success is fulfilling my dreams.
Success is completing the Ten Minute a Day program.

B. Distribute a half sheet of paper to each student or have students remove a peice of paper from their notebooks. Without putting their names on the papers, have students write two sentences about what they learned in the How to Be Successful in Less than Ten Minutes a Day program. Collect the papers, review them, then turn them into the office. The Thomas Jefferson Research Center would also appreciate a brief statement from teachers who participated in the program. Label your paper "Teacher Comments" and send it to the office. The principal should mail a representative sampling of student and teacher comments.

C. Read to the students:

You have completed 180 lessons about the guidelines to success. Take your notebooks home today and share them with someone. You will want to save your notebooks to refer to in years to come. Best wishes on reaching your goals.

APPENDIX

Day 1 and Day 177

PRE/POST TEST

FOR

HOW TO BE SUCCESSFUL IN LESS THAN TEN MINUTES A DAY

Directions: Read each question carefully. Mark you answers clearly on the answer sheet. DO NOT MARK ON THE TEST. You have 8 minutes to complete the test. BE CONFIDENT.

CHOOSE ONLY ONE ANSWER FOR EACH QUESTION.

1. The key to using the imagination is
   a. having a pencil and paper.
   b. being happy.
   c. being relaxed.
   d. having friends who care.

2. Looking for a positive solution to every situation is
   a. silly.
   b. impossible.
   c. possible.
   d. not responsible.

3. Goals
   a. should change only twice.
   b. should never change.
   c. are for famous people.
   d. can change.

4. The imagination is used only by
   a. artists, musicians, and poets.
   b. people reaching for success.
   c. dreamers, but not goal setters.
   d. movie stars.

5. If I make a mistake, I
   a. have failed.
   b. have learned something.
   c. wasn't smart enough.
   d. should feel bad about it.

6. Consequences are
   a. positive.
   b. negative.
   c. punishments.
   d. positive and negative.

7. Inappropriate behavior is
   a. poor behavior.
   b. good behavior.
   c. good use of time and talents.
   d. what makes people successful.

PRE/POST TEST

8. Having a positive self-image means the person
   a. is selfish.
   b. likes him/herself.
   c. is positive of his/her test answers.
   d. doesn't need help with school work.

9. The first step in making a decision is to
   a. think about it.
   b. stop what I'm doing.
   c. review the decision.
   d. take an action.

10. If I try to think about other people's needs, I will
    a. only confuse myself.
    b. loose valuable time.
    c. be understanding.
    d. forget about the really important things.

11. Writing goals
    a. is not at all necessary for success.
    b. is for adults only.
    c. takes too much time.
    d. helps me see where I'm heading.

12. I am responsible for
    a. all people's problems.
    b. other people's mistakes.
    c. my thoughts and actions.
    d. worrying about my family and best friend.

13. If I make positive comments to myself, I
    a. am being too easy on myself.
    b. am encouraging myself.
    c. talking when I should be listening.
    d. will think too highly of myself.

14. It is my responsibility to
    a. take good care of myself.
    b. make sure that other people like me.
    c. agree with people.
    d. respond to everyone.

15. Successful people
    a. should act embarrassed over their accomplishments.
    b. know that they should wait for others to reward them.
    c. selfom have time to relax.
    d. learn to reward themselves.

Day 2

TO ME

SUCCESS IS...

FULFILLING

MY DREAMS...

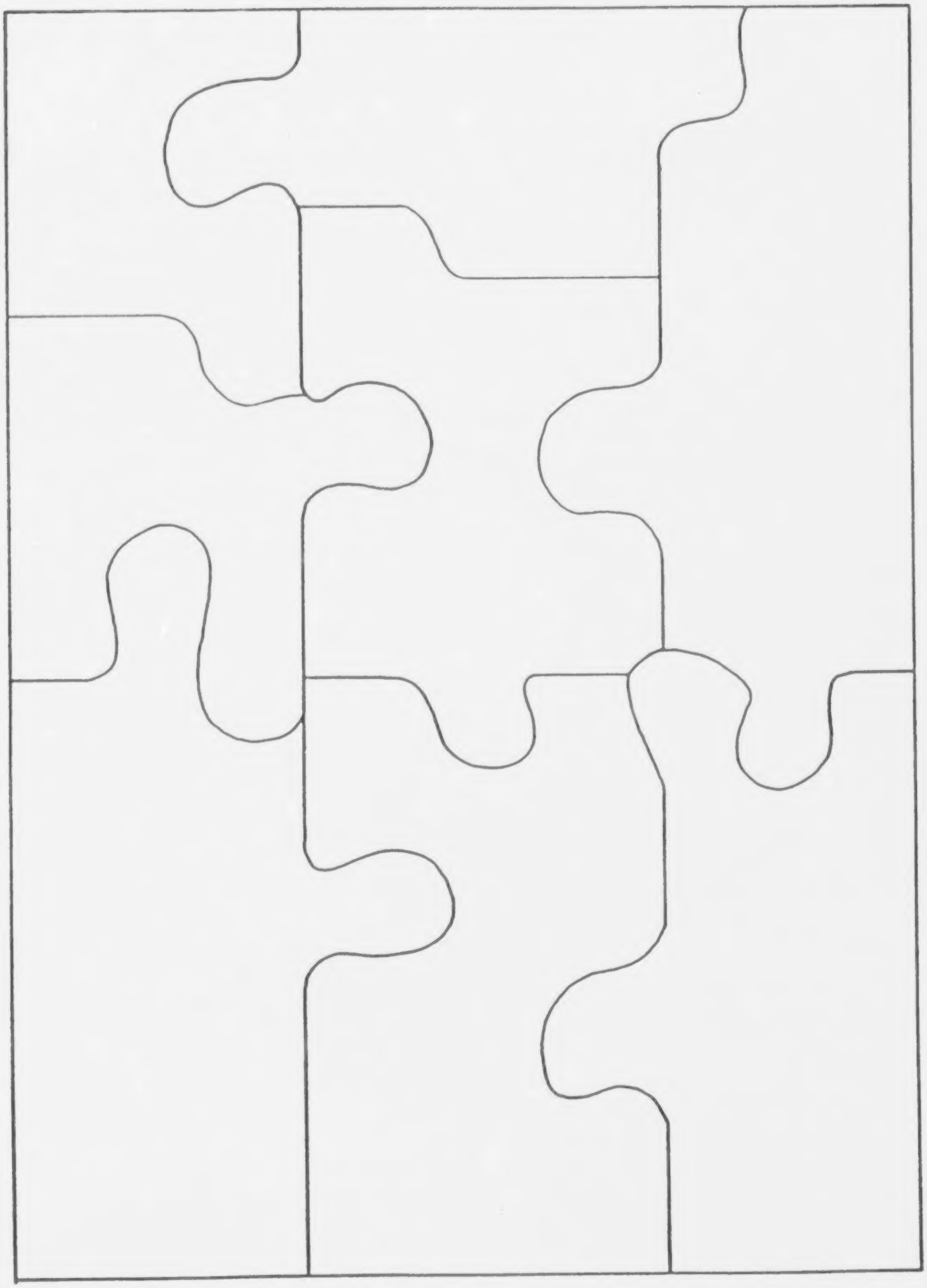
TO ME

SUCCESS IS...

FULFILLING

MY DREAMS...

Day 5



Name ____________

Day 8

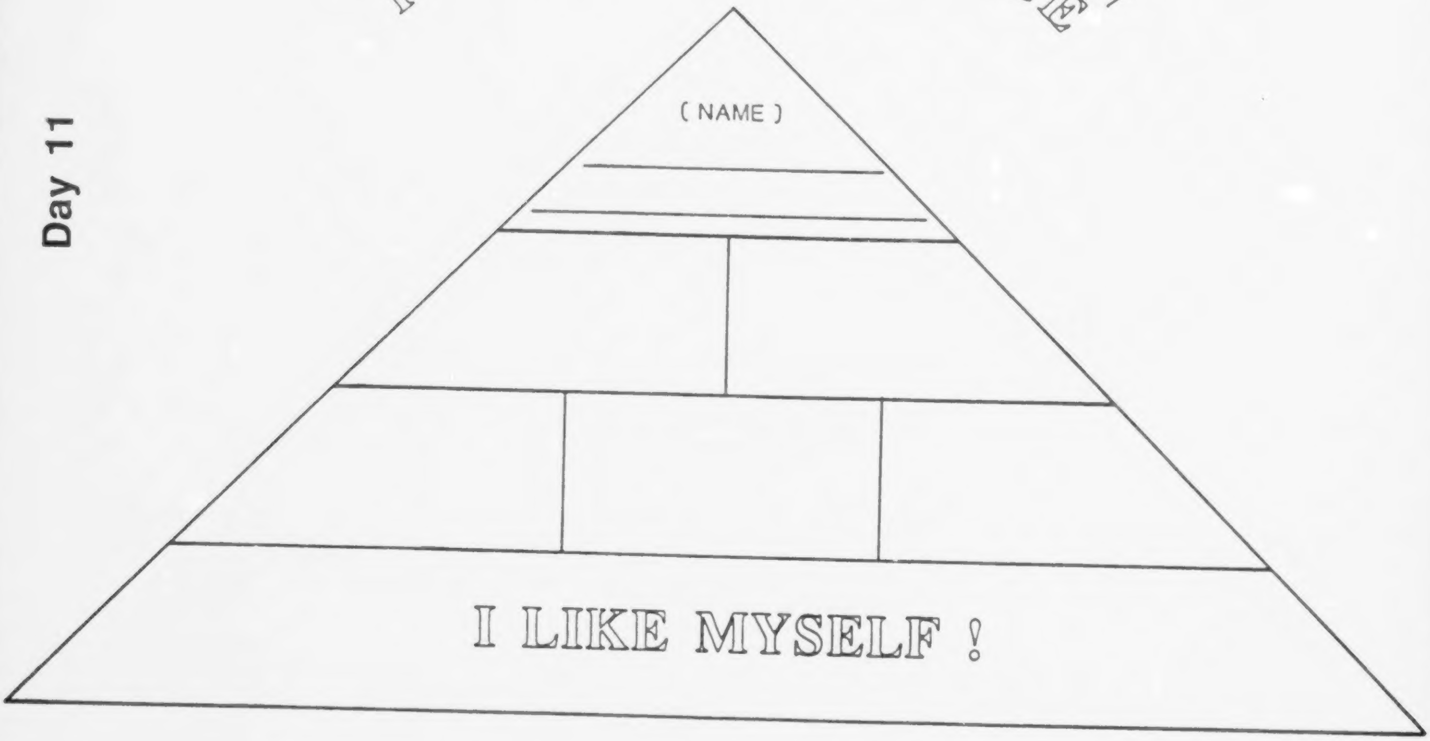
NAME ______________________

Coat of Arms

Strengths	Weaknesses
Home	Home
School	School
Friendships	Friendships

Day 11

POSITIVE SELF-IMAGE


(NAME)
I LIKE MYSELF !

Day 37

Certificate of Accomplishment

Awarded to

____

for being a

Tough Worker

Signed ____________

Date _______________

Certificate of Accomplishment

Awarded to

____

for being a

Tough Worker

Signed ____________

Date _______________

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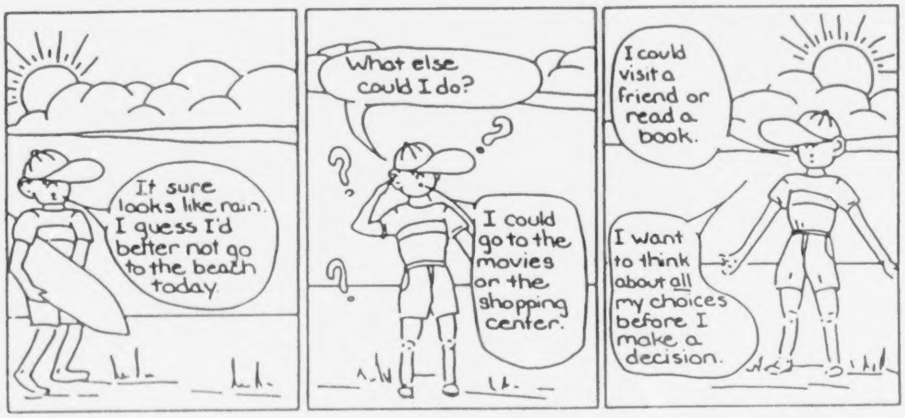
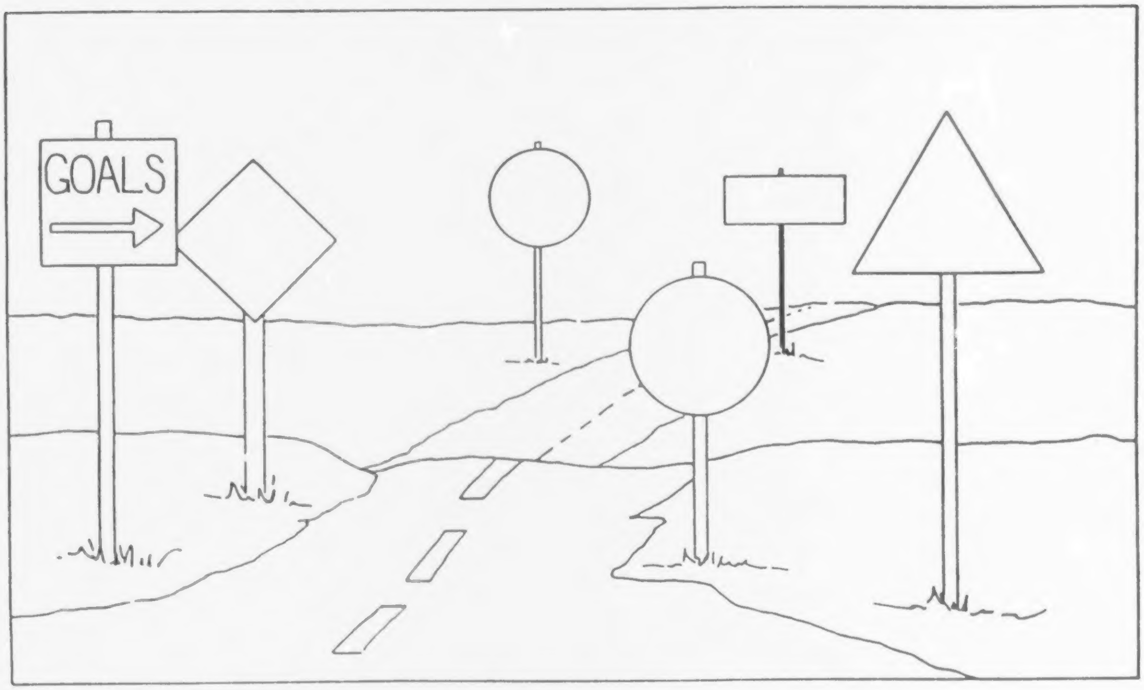
Day 56

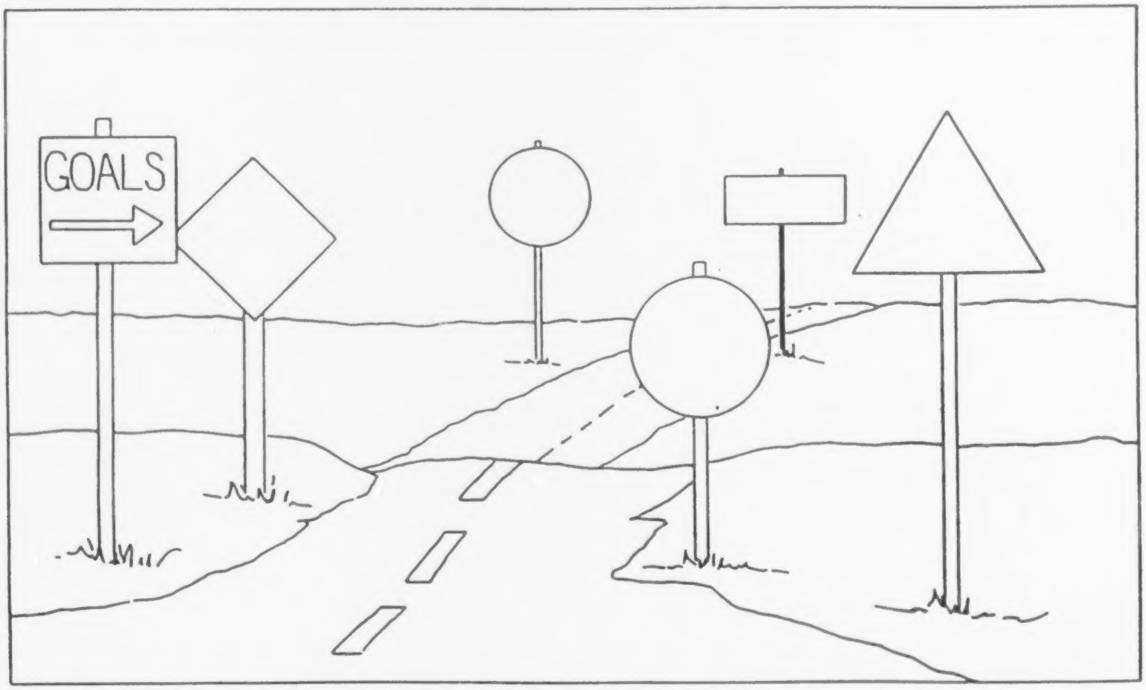

It sure looks like rain. I guess I'd better not go to the beach today.
What else could I do?
I could go to the movies or the shopping center.
I could visit a friend or read a book.
I want to think about all my choices before I make a decision.

It sure looks like rain. I guess I'd better not go to the beach today.
What else could I do?
I could go to the movies or the shopping center.
I could visit a friend or read a book.
I want to think about all my choices before I make a decision.

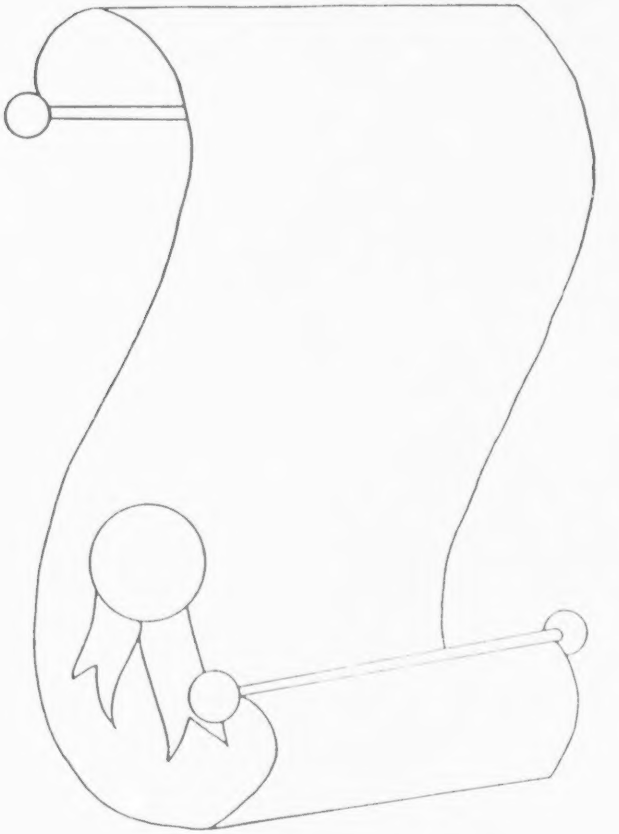
It sure looks like rain. I guess I'd better not go to the beach today.
What else could I do?
I could go to the movies or the shopping center.
I could visit a friend or read a book.
I want to think about all my choices before I make a decision.

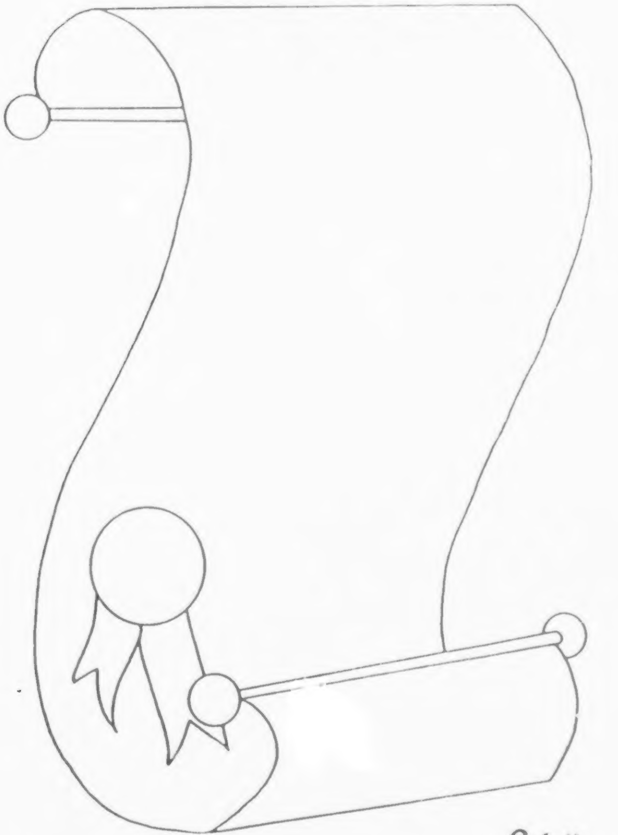
Day 71



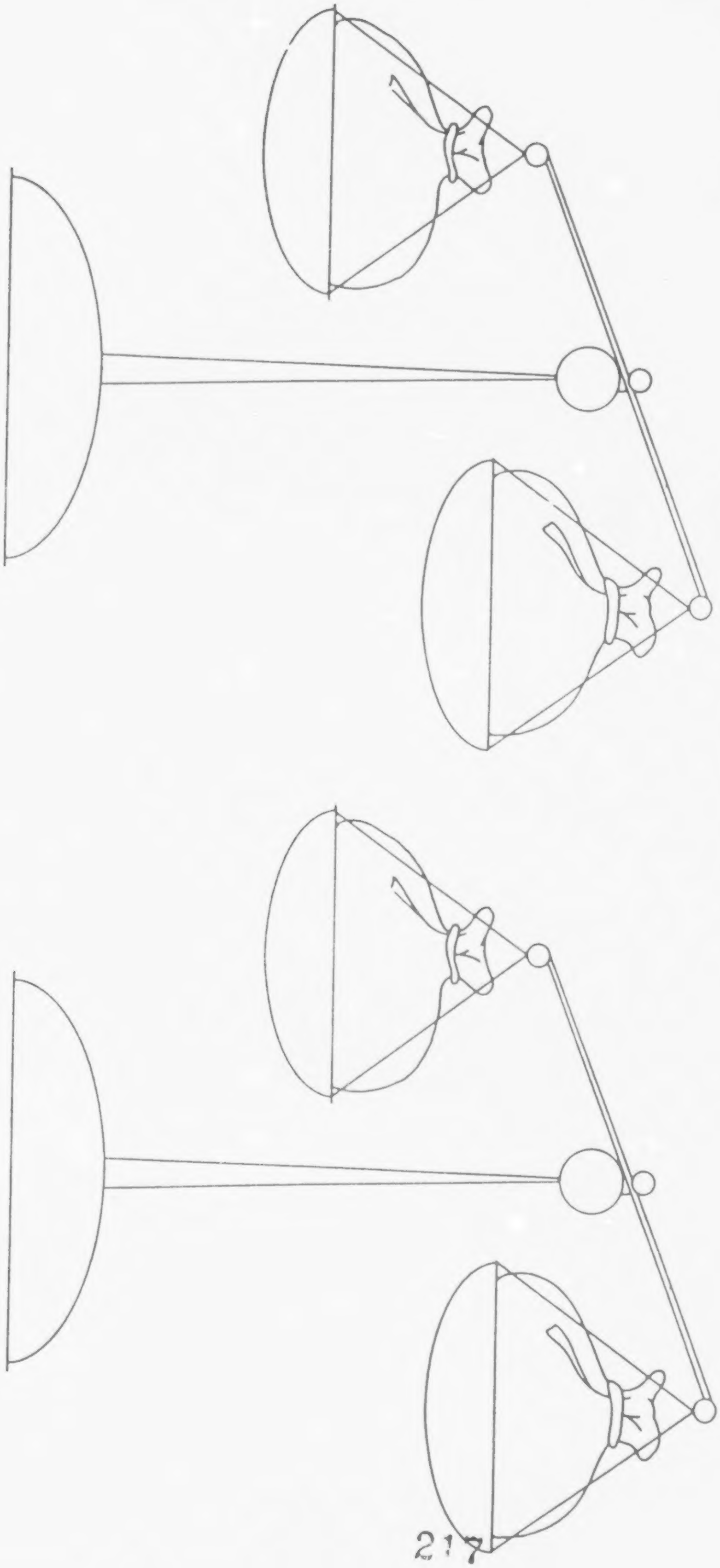


Day 76

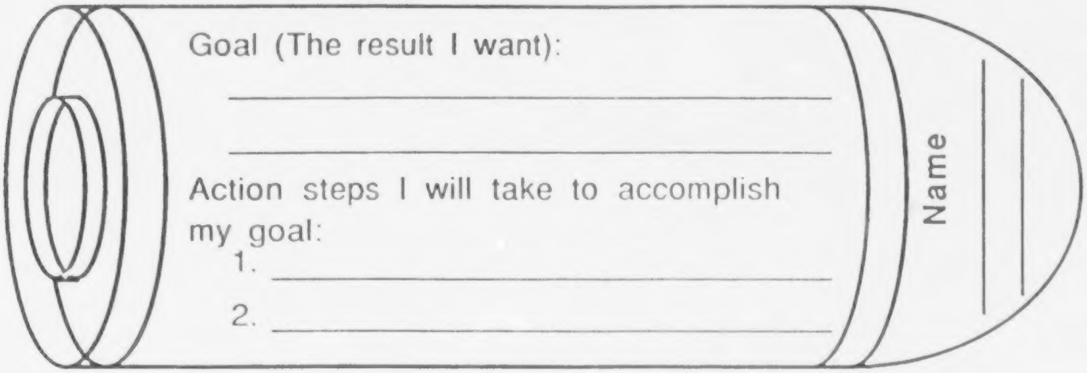




Day 77



MY YEARLY GOAL



Goal (The result I want):

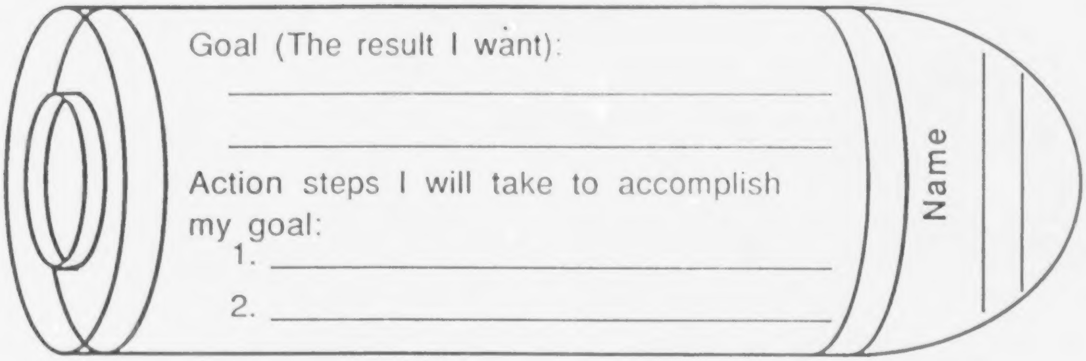
____

____

Action steps I will take to accomplish my goal:

1. ______________________________
2. ______________________________

MY YEARLY GOAL



Goal (The result I want):

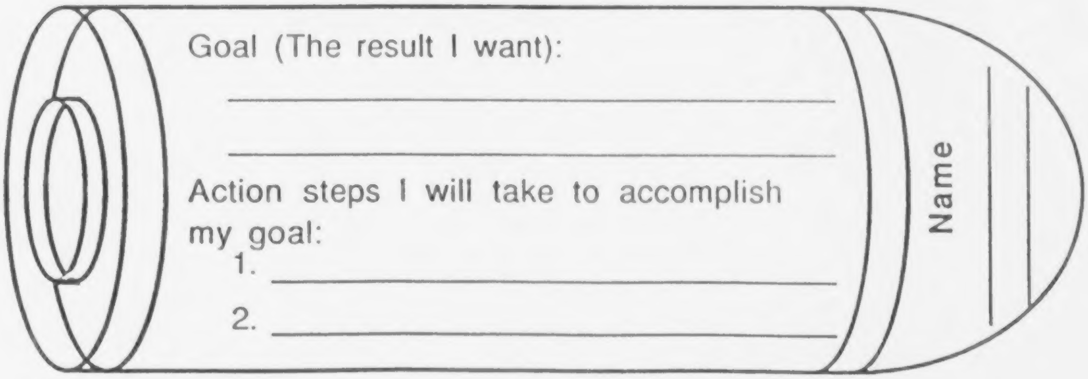
____

____

Action steps I will take to accomplish my goal:

1. ______________________________
2. ______________________________

MY YEARLY GOAL



Goal (The result I want):

____

____

Action steps I will take to accomplish my goal:

1. ______________________________
2. ______________________________

Day 84

Dear ____________________

I will ______________________________
____
____

Signed ________________

P.S. I will take the following 3 actions steps to accomplish my goal:

1. ______________________________
2. ______________________________
3. ______________________________

Dear ____________________

I will ______________________________
____
____

Signed ________________

P.S. I will take the following 3 actions steps to accomplish my goal:

1. ______________________________
2. ______________________________
3. ______________________________

Dear ____________________

I will ______________________________
____
____

Signed ________________

P.S. I will take the following 3 actions steps to accomplish my goal:

1. ______________________________
2. ______________________________
3. ______________________________

BEST COPY AVAILABLE

WEEKLY GOAL FOR

My Weekly Goal is

Action steps to achieve this goal:

1.

2.

3.

WEEKLY GOAL FOR

My Weekly Goal is

Action steps to achieve this goal:

1.

2.

3.

WEEKLY GOAL FOR

My Weekly Goal is

Action steps to achieve this goal:

1.

2.

3.

BEST COPY AVAILABLE

WEEKLY ASSIGNMENT SHEET

NAME______________________________
DATE______________________________

PERIOD	SUBJECT		TEACHER	PARENT	COUNSELOR
1					
2					
3					
4					
5					
6					
7					

Day 101

Monthly Assignment Sheet

Name:____________Subject:____________________Month of: __________________

Week 1 _

Week 2 _

Week 3 _

Week 4 _

Wk.	Monday	Tuesday	Wednesday	Thursday	Friday
1	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐

Day 102

DAILY-TO-DO-LIST

- Friendship Goal:
- Health Goal:
- Service to Others Goal:

DAILY-TO-DO-LIST

- School Goal:
- Family Member Goal:
- Hobby/Interest Goal:

Day 102

DAILY-TO-DO-LIST

- Homework Goal:
- Chore Goal:
- Happiness Goal:

DAILY-TO-DO-LIST

Things I Need to Work on in the Next 24 Hours

1.
2.
3.
4.
5.

Day 102

DAILY-TO-DO-LIST

Things I'm Working
on
Today

1.

2.

3.

DAILY-TO-DO-LIST

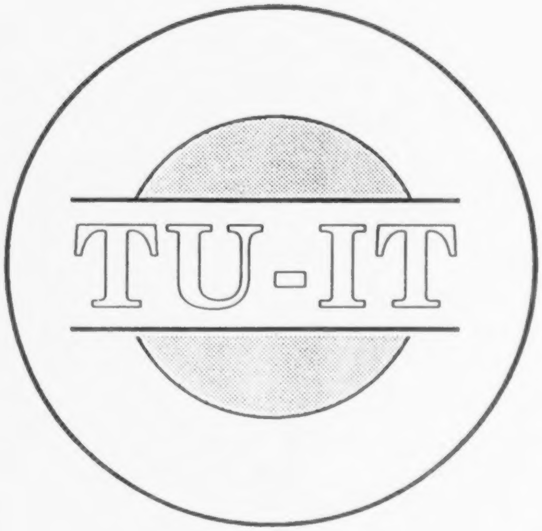
Activities I Plan
to Succeed
at Today

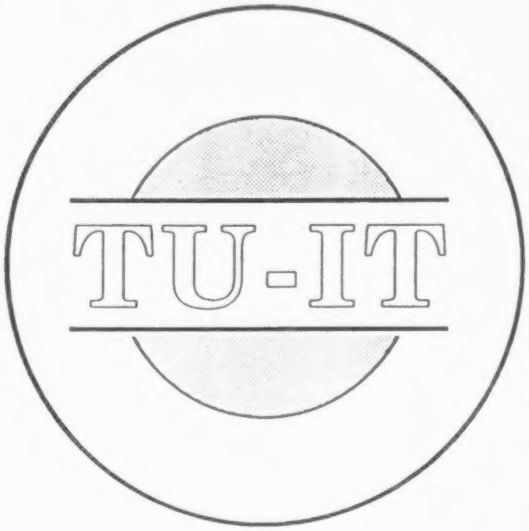
1.

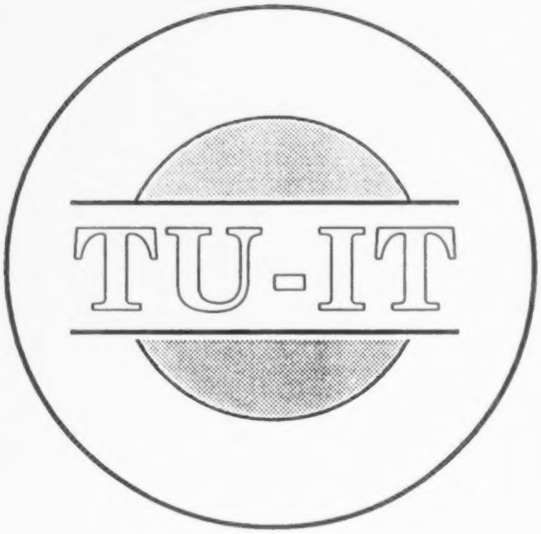
2.

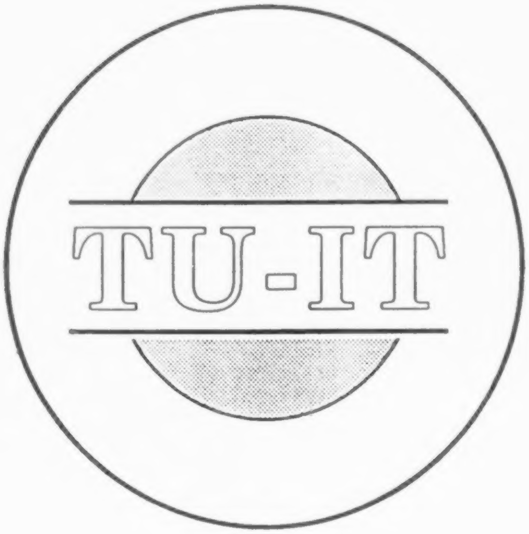
3.

Day 104



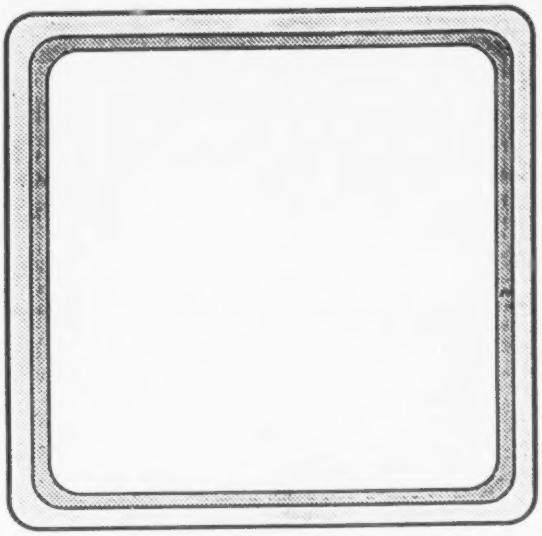


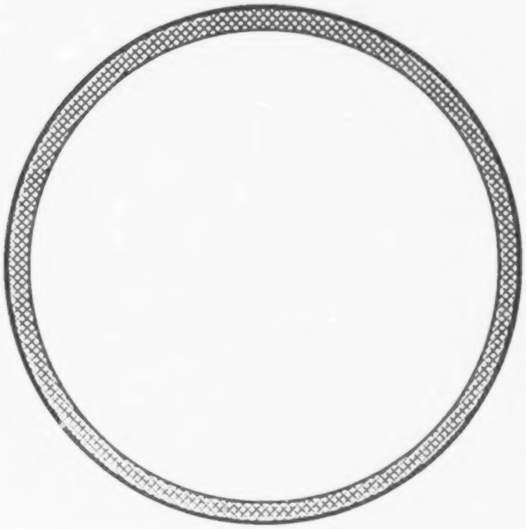


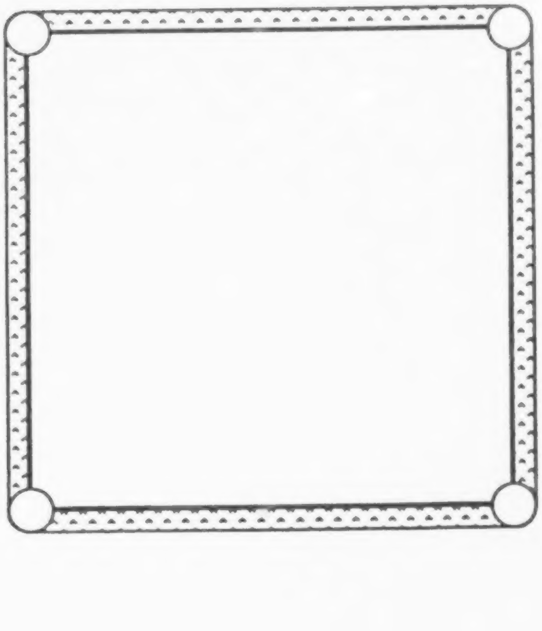


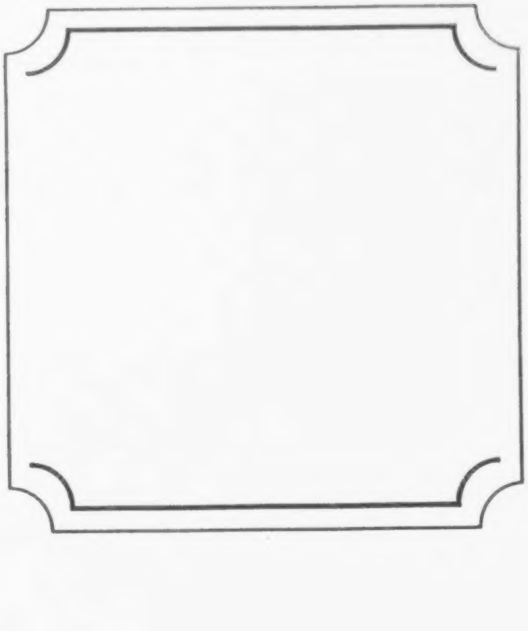
Magnet Layouts

Day 109



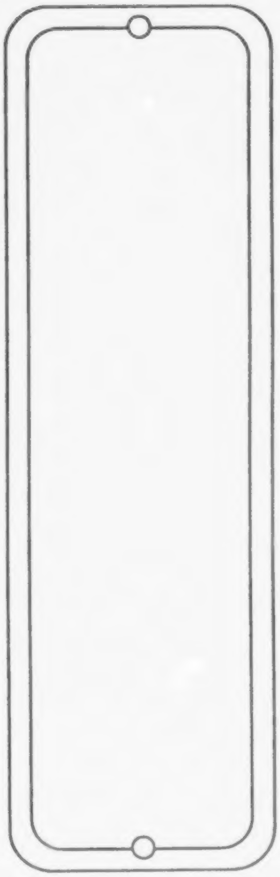


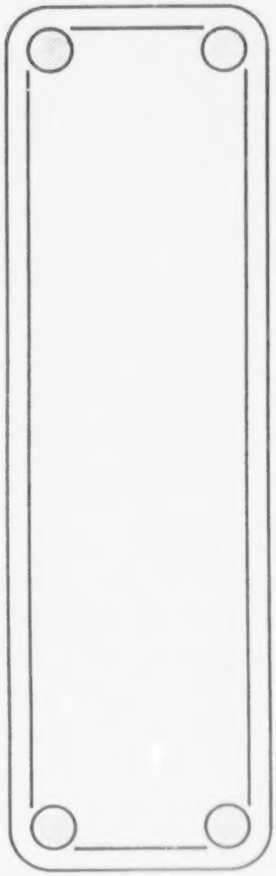


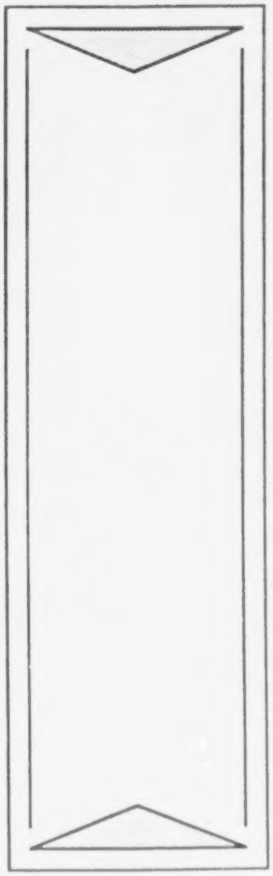


Bookmarks

Day 110

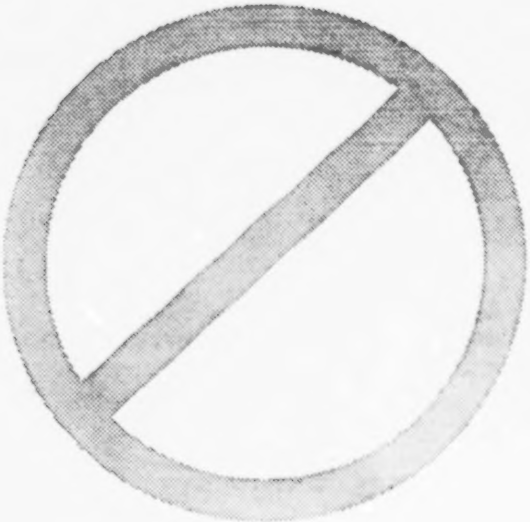


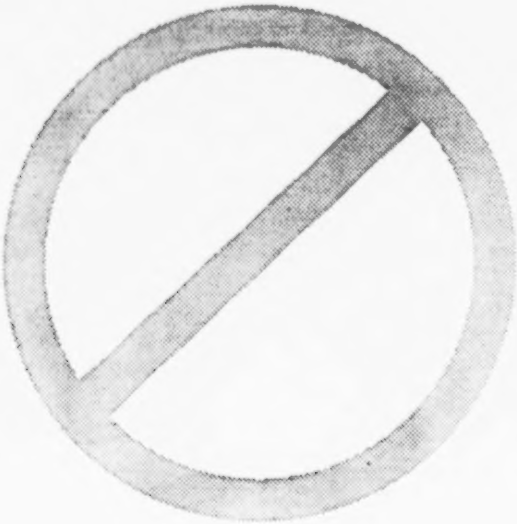


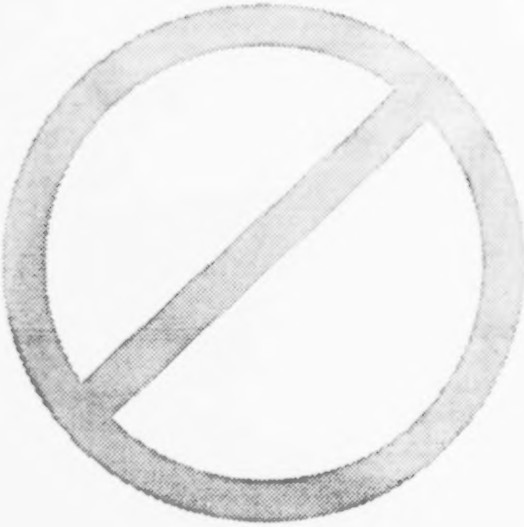


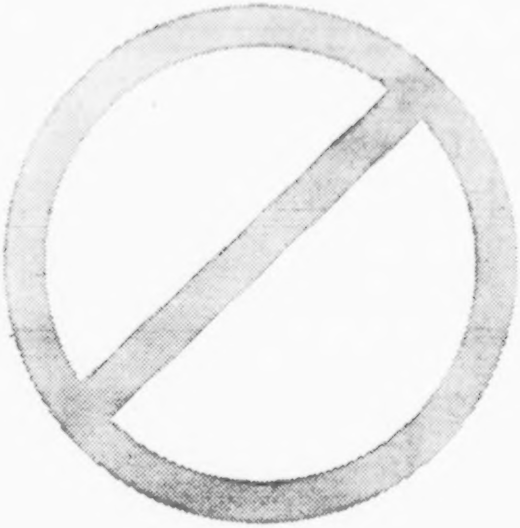
"Negative Buster" Buttons

Day 114



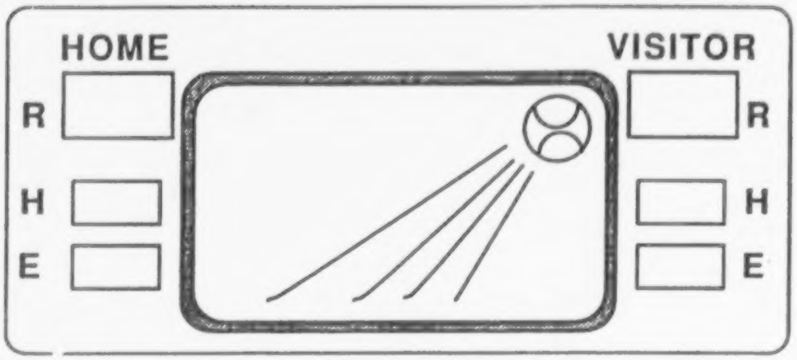






Day 119

Day 121


HOME
VISITOR
R
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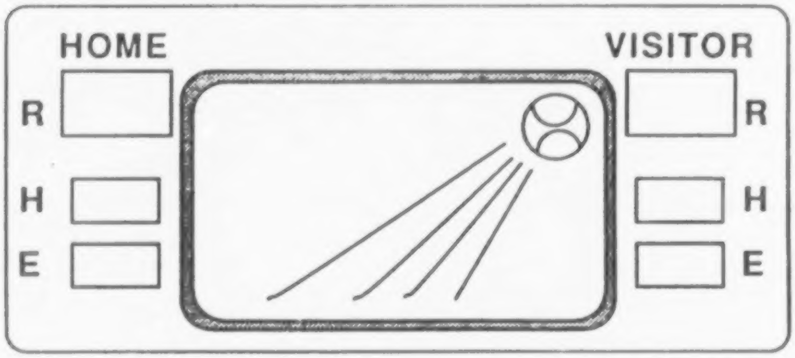
HOME
VISITOR
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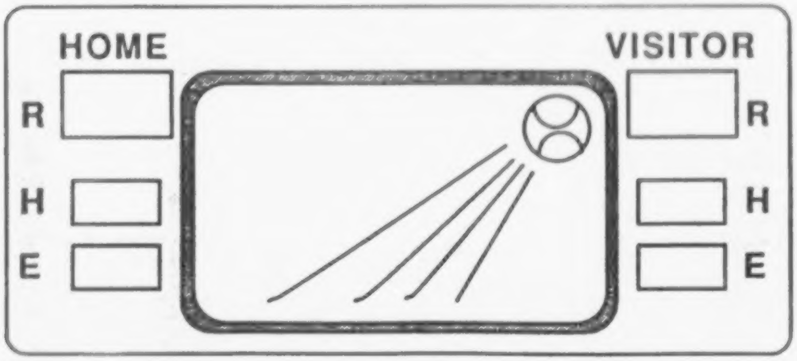
HOME
VISITOR
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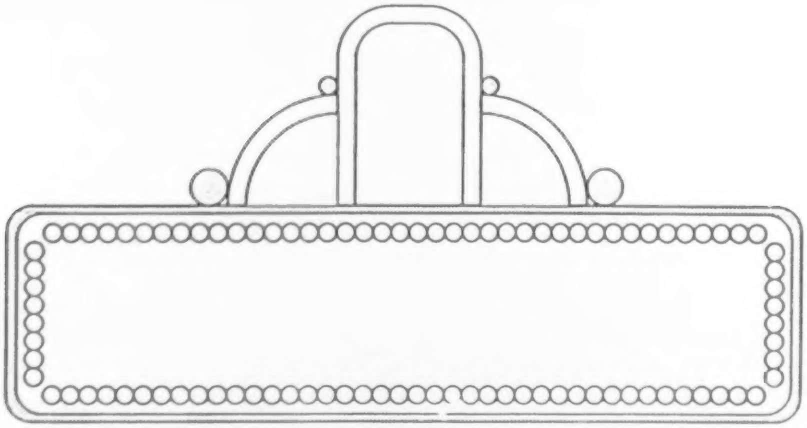
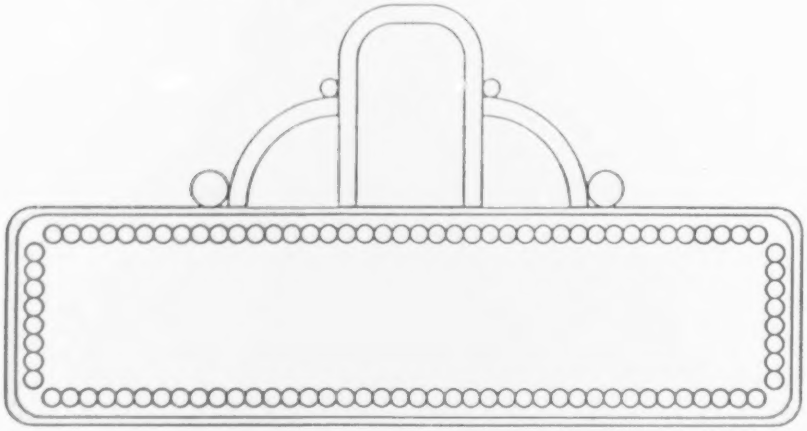
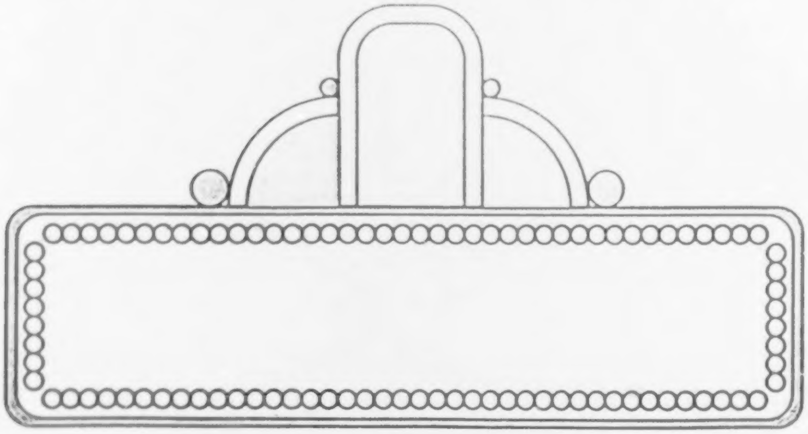
Theater Marquees

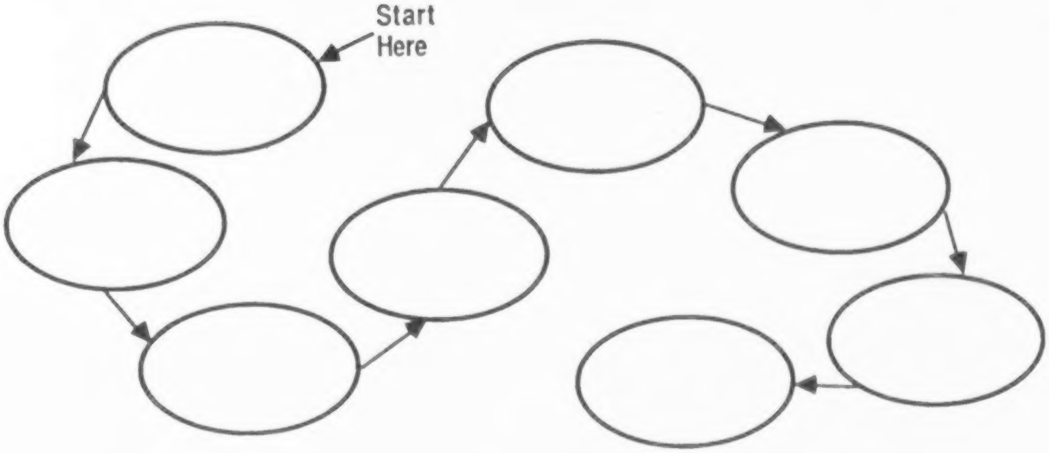
Day 123

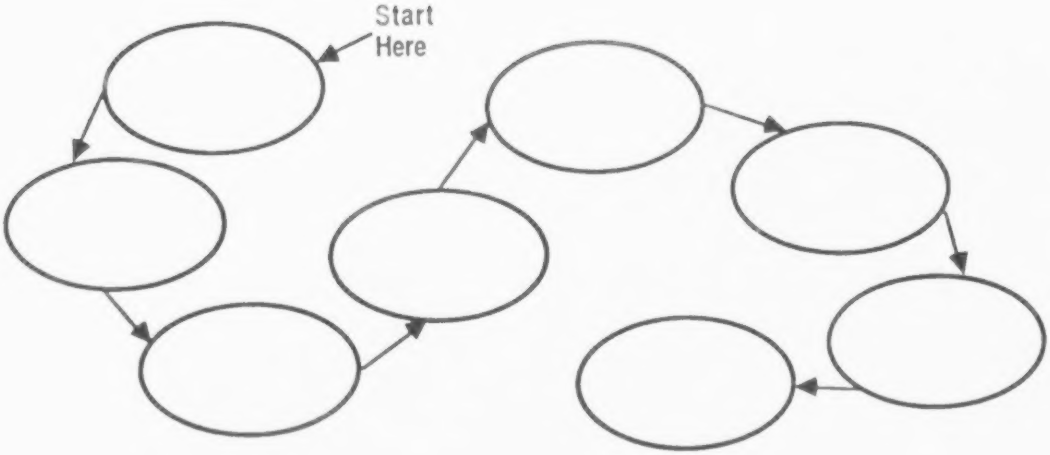




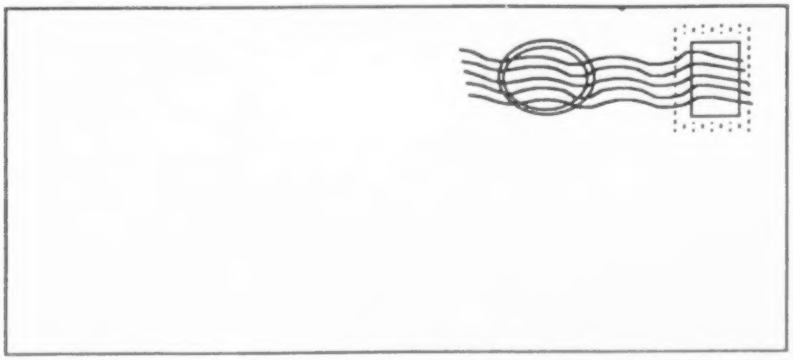


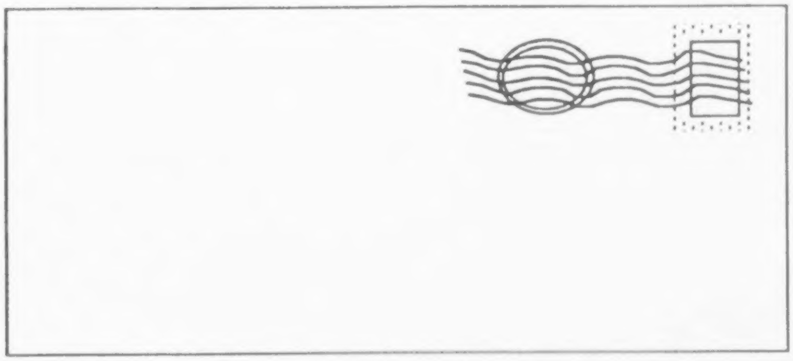
Day 139

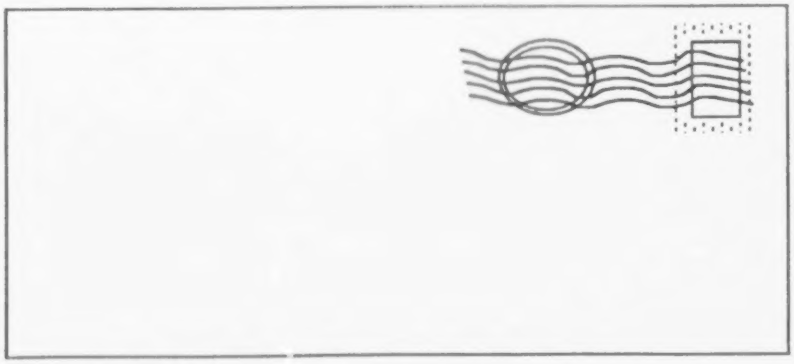




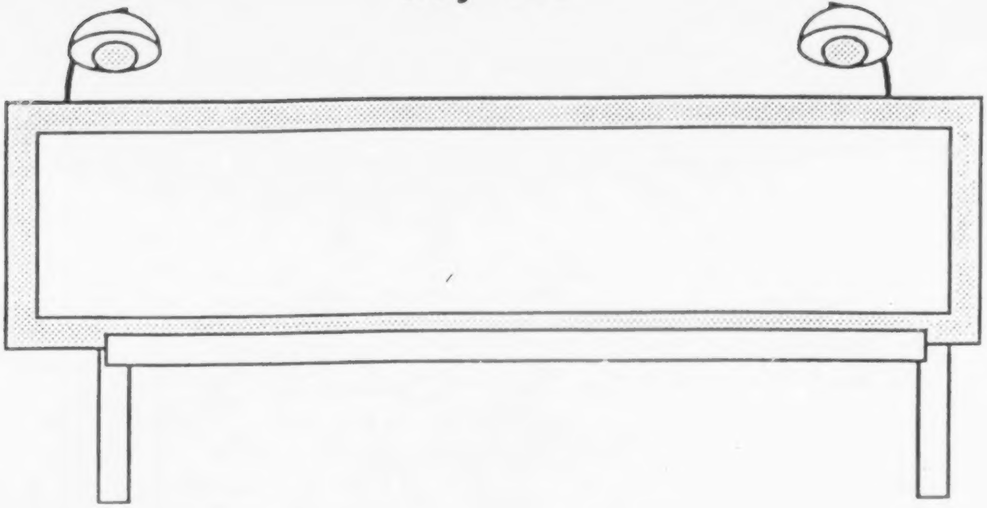
Day 142

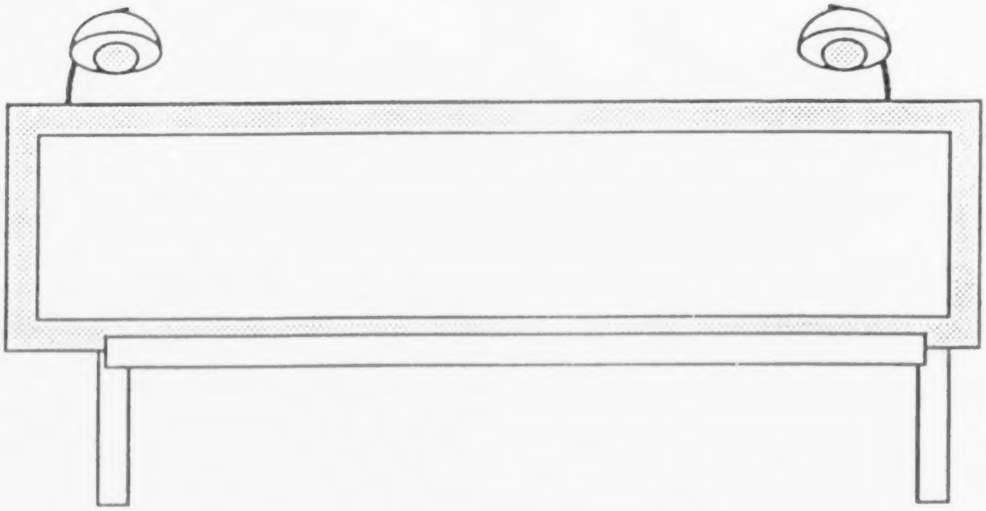


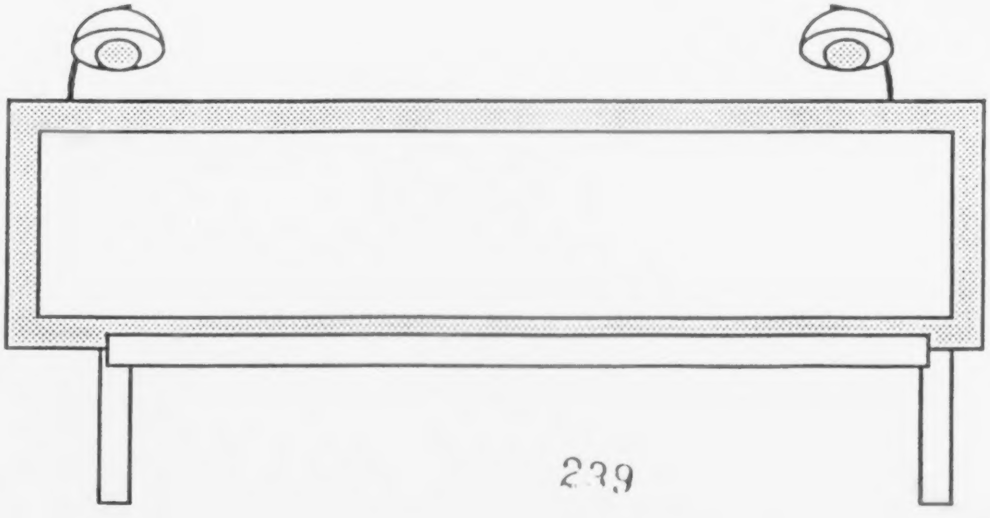




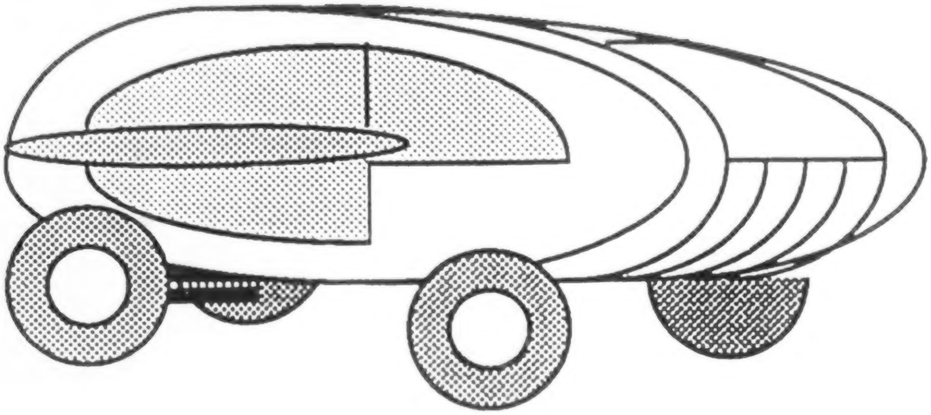
Day 145

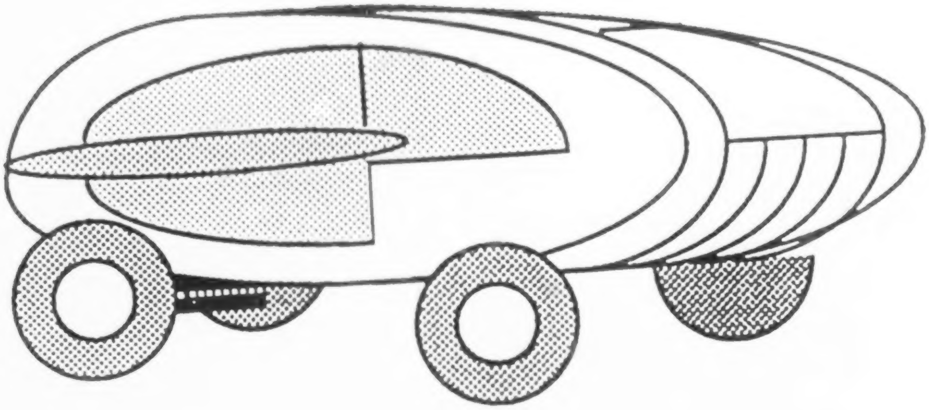


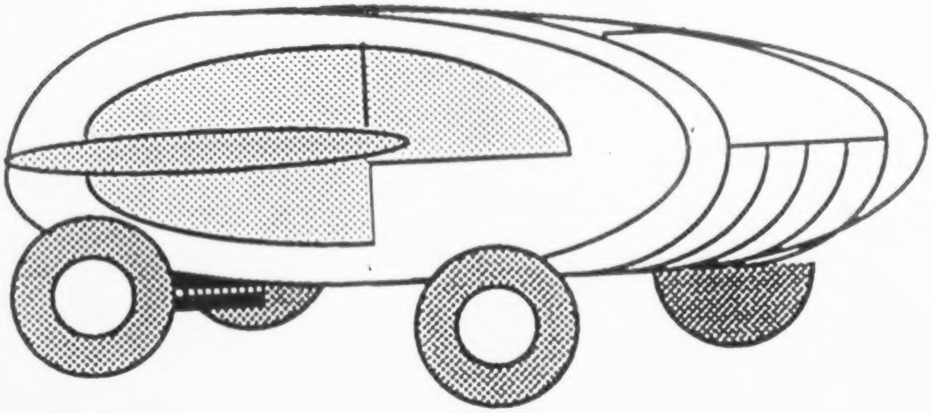




Day 147







Day 170

Your Junior High School

Courtesy Card

Student's Name: ____________________

Since you have participated in making our school a nicer place, you may use this card to purchase one of the special privileges, treats, or rewards that are listed on the bulletin board in the Main Office. (This list is subject to change.)

"Welcome to the Club!"

THANKS FOR PARTICIPATING IN MAKING YOUR SCHOOL A BETTER PLACE.

Student's Name: ____________________

Parent Signature: ____________________

Have your parent sign this card and return it to the Main Office for Friday's drawing.

Something to Cheer About!

Student

Course

Teacher

Comments

Day 179

Certificate of Completion
of the

How to be Successful in Less than 10 Minutes a Day Program

Congratulations on your responsible behavior:

I noticed and I care!!!

Teacher's Signature

School Year

Certificate of Completion
of the

How to be Successful in Less than 10 Minutes a Day Program

Congratulations on your responsible behavior:

I noticed and I care!!!

Teacher's Signature

School Year

Day 180